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## ABSTRACT

This document evaluates the Australian Contingency Program for Refugee Children (mainly from Vietnam, Laos, and Kampuchea), which aimed to assist the children's English language acquisition and enable them to be integrated as soon as possible into regular classrooms. Chapters cover the following topics: (1) a description of the program; (2) areas to be evaluated; (3) the student sample; (4) data collection procedures; (5) issues in the assessment of proficiency in English, selection of appropriate measures, and results; (6) factors associated with the development of proficiency in English; (7) comparison of the refugee children's performance on literacy and numeracy skills with statewide and countrywide samples; (8) student adjustment; (9) the organization and operation of the program in different States and territories; and (10) schooling beyond the contingency program (a small followup study of the progress of refugee students as they moved into regular classrooms). On the basis of the data presented in these chapters, it is concluded that the program improved English proficiency and assisted integration but not to the levels anticipated. Recommendations are made for changes in the following areas: amount of time spent in the program; the levels of assistance to be offered, depending on student background; classroom organization; overall organization and staffing of the program; and teaching methods, curricula, and resources. Following the body of the report, 22 appendices present data collection materials. (CMG)

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2

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**Schooling for newly arrived Indo-Chinese  
refugees: An evaluation of the Contingency  
Program for Refugee Children**

D. Spearritt

J. M. Colman

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ii

## Preface

The study of refugee students which is reported in this volume was commissioned by the then Commonwealth Department of Education. Following an initial meeting with representatives of the Department, the Schools Commission and other Commonwealth Departments in May 1979, the senior author developed a research proposal for a pilot study to assess the nature of the sampling, testing and rapport problems which were likely to be encountered with Indo-Chinese refugee students arriving in Australia in small numbers from refugee camps throughout the year. The proposal was discussed at a meeting organised by the Department of Education in August 1979. The meeting was chaired by Mr P. Kearns of the Department and attended by:

Professor D. Spearritt, Department of Education, University of Sydney  
Professor M.A.K. Halliday, Department of Linguistics, University of Sydney  
Dr I.D. Smith, Department of Education, University of Sydney  
Dr C.V. Taylor, Department of Education (later Department of Linguistics), University of Sydney  
Mr J. Harrison, New South Wales Department of Education  
Mr G. Warren, Victorian Department of Education  
Mr R. McNamara, Commonwealth Schools Commission  
Mr B. Morey, Education Planning Group, Department of Education and Youth Affairs  
Mrs C. Keele, Language Teaching Branch, Department of Education and Youth Affairs  
Mr G. Fulton, Department of Immigration and Ethnic Affairs

This group, with the exception of Mr Kearns and with the substitution of Mrs S. Walker and later Mr W. Streat as the Commonwealth Schools Commission representatives, became the Steering Committee for the study under the chairmanship of Professor D. Spearritt. Dr B. Horvath of the Department of Linguistics at the University of Sydney acted as a member of the Committee during Professor Halliday's absence. Dr E. Dines of the Language Teaching Branch of the Department of Education and Youth Affairs attended later meetings of the Committee as an observer.

Following discussion at the August 1979 meeting it was decided to proceed with the pilot phase of the study towards the end of 1979 and a grant was made available to the senior author for this purpose. Ms Judith Colman was employed as a research fellow on 15 October 1979 and spent the following two months visiting appropriate schools in Sydney, determining the usefulness of interviews and other methods of assessing the English proficiency of refugee students, and collecting statistics of refugee arrivals. Ms Colman and the senior author also visited several of the intensive language centres in Melbourne.

The results of the pilot study were discussed at a meeting of the Steering Committee in December 1979, and as the project seemed feasible, a research proposal for the major study was developed in January 1980. Funds were made available and work commenced on the major study in that month.

Field work with the refugee students began early in April in the Sydney schools and in the Melbourne intensive language centres, under the general supervision of

Ms Colman. She was assisted by Mrs Janet Jones, Miss Tran Ngoc Anh and Miss Mon Khounthapanya in the Sydney schools. Field work in the Melbourne centres was carried out by Ms M. Elliott for a short period and then by Ms Elaine McKenna, with the assistance of Mr Ha Phuong. Field work continued in both cities until 12 December 1980. A follow-up study of readily accessible students who had moved to normal school systems was undertaken by Ms Colman in Sydney schools in April and May 1981 and by Ms Colleen Palmer in Melbourne schools in June and July 1981.

Ms Colman was employed full time on the study until May 1981, half time until July 1981, and since then on a casual basis only. The report has therefore been largely prepared by the senior author, who was responsible for the design and general supervision of the study, the form of analysis and presentation of results and associated computing specifications. The sections in Chapter 5 on the development of language tests were prepared by Ms Colman, who also wrote an initial draft of Chapter 8 and small sections of some other chapters. Test instruments, other than Australian Council for Educational Research (ACER) tests, and draft versions of questionnaires were developed by Ms Colman, who also organised the rating sessions on the samples of spoken language and essays.

An important question which arises in a study of this kind is the extent to which the results can be generalised to a larger population of Indo-Chinese refugee students or to future populations of such refugee students. In theory, the results could have been taken to represent the April–August 1980 population of newly arrived refugee students in Sydney and Melbourne, as most of the students arriving in these cities between April and August were included in the study. Many of the comparisons between different categories of students, however, rest on a very small number of cases. In theory, if 31 per cent of thirty-two Vietnamese students and 25 per cent of eight Laotian students attain a certain standard of performance in dictation, the Vietnamese students are superior to the Laotian students in dictation for the restricted 1980 population under study. In practice, inferences of this kind would not be taken to apply only to the 1980 group, but would tend to be generalised by people working in the field to Indo-Chinese refugee students at large. To avoid the drawing of such unwarranted inferences from the relatively small numbers of students available in the study, statistical tests of the significance of differences have been routinely applied. While they have not, of course, been based on randomly drawn samples from a population, they have been used as a guide to the magnitude of the differences which would have been required under random sampling to attain statistical significance at the 0.05 level with the numbers of students available. In general, differences in the performance of contrasted groups of students have been reported or discussed in the text of the report only when these differences were large enough to be significant. The absence of such comment can generally be taken to mean that an apparent difference was not large enough to be statistically significant for samples of the given sizes.

The authors wish to express their thanks to members of the Steering Committee for their suggestions and comments at seven meetings of the Committee from August 1979 to June 1981 and particularly for their scrutiny of the tests and questionnaires employed in the study. Special thanks are due to Mr Geoff Warren, co-ordinator of the Contingency Program in Victoria and to Mr Graham Hayton, co-ordinator of the Program in the Liverpool region of Sydney, for their great co-operation and assistance in facilitating field work in schools, contact with parents, and help from interpreters. The co-operation of the Directors-General of Education and their officers in the child migrant education sections of the various States is gratefully acknowledged, as is the co-operation of the Australian Council for Educational Research in granting permission for the adaptation of the ACER Mathematics Test AM



(Part IV) and in making available test material developed for its study of literacy and numeracy in 1975 and its study of oracy in 1978.

Thanks are due also to the research assistants who participated in the study in Sydney and Melbourne and to Mr Geoffrey Brindley, Mrs Janet Jones, Ms Frances Howley and Ms Gayle Power, who spent many arduous hours rating the tape recordings of spoken language.

The assistance of Ms Gwen Young and Ms Barbara Wheeler of the Department of Education at the University of Sydney has also been greatly appreciated. Ms Young was responsible for typing a substantial part of the final report and for experimenting with various layouts for complicated tables. Ms Wheeler prepared and maintained the computer files for the study and submitted numerous sequences of jobs to the computer.

Most importantly the authors wish to acknowledge their great indebtedness to the people who were most directly involved in the study and most directly affected by it. They include the refugee students who participated willingly in the testing sessions over a period of six months. They also include the principals, teachers and ethnic aides in the Sydney schools and Melbourne intensive language centres who accepted with equanimity the periodic disruption to their teaching program from the regular visits of the field work teams, and went out of their way to provide the necessary testing facilities for these teams. Finally, they include the principals, teachers and ethnic aides in all the mainland States who took the time to provide the extensive amount of information sought in questionnaires.

D. Spearritt  
J. M. Colman

March 1983

# Contents

|                                                                             |       |
|-----------------------------------------------------------------------------|-------|
| Preface                                                                     | iii   |
| Summary of recommendations                                                  | xviii |
| Chapter 1: The Contingency Program for Refugee Children                     | 1     |
| Chapter 2: Evaluating the Contingency Program                               | 7     |
| Chapter 3: The student sample                                               | 11    |
| Sample design                                                               | 11    |
| Sample size and characteristics                                             | 12    |
| Length of initial stay in Contingency Program                               | 21    |
| Family background of students                                               | 26    |
| Chapter 4: Data collection procedures                                       | 30    |
| Testing schedule                                                            | 30    |
| Plan of testing sessions                                                    | 31    |
| Personnel involved in testing                                               | 33    |
| Conditions under which students were tested                                 | 35    |
| Extent of co-operation                                                      | 36    |
| Collection of data from teachers, principals, and ethnic aides              | 36    |
| Collection of data from parents                                             | 36    |
| Collection of data in follow-up study                                       | 37    |
| Chapter 5: Acquiring proficiency in English                                 | 38    |
| Issues in the assessment of English proficiency                             | 38    |
| Nature of the language to be assessed                                       | 38    |
| Cultural background of students                                             | 41    |
| Special characteristics of students                                         | 41    |
| Selection of measures of English proficiency                                | 42    |
| Measures of oral English                                                    | 42    |
| Measures of written English                                                 | 48    |
| Development of proficiency in English                                       | 56    |
| Improvement in proficiency in oral English                                  | 56    |
| Improvement in proficiency in understanding spoken instructions             | 59    |
| Improvement in proficiency in completing simple printed forms               | 67    |
| Improvement in proficiency in reading comprehension                         | 69    |
| Improvement in proficiency in dictation                                     | 78    |
| Improvement in proficiency in writing simple essays                         | 87    |
| Overall improvement in proficiency in English                               | 90    |
| Chapter 6: Factors associated with development of proficiency in English    | 91    |
| Factors associated with proficiency in oral English                         | 92    |
| Factors associated with proficiency in reading comprehension                | 98    |
| Factors associated with proficiency in dictation                            | 104   |
| Relationship of background factors to development of proficiency in English | 110   |
|                                                                             | vii   |

|                                                                                                                                |     |
|--------------------------------------------------------------------------------------------------------------------------------|-----|
| Chapter 7: Levels of literacy and numeracy                                                                                     | 112 |
| Proficiency in basic number skills                                                                                             | 112 |
| Literacy and numeracy after six months in program                                                                              | 114 |
| Chapter 8: Adjusting to the new environment                                                                                    | 122 |
| Development of student and teacher questionnaires                                                                              | 122 |
| Administration of student questionnaires                                                                                       | 123 |
| Student attitudes to school                                                                                                    | 124 |
| Student attitudes to life outside school in Australia                                                                          | 136 |
| Student views on their education and progress in English                                                                       | 145 |
| Ascertaining teachers' views on student adjustment                                                                             | 150 |
| Teachers' views on student adjustment in class                                                                                 | 152 |
| Teachers' views on student communication in class                                                                              | 152 |
| Teachers' views on students' general level of school attainment                                                                | 153 |
| Teachers' perceptions of students' experience of English on enrolment in Contingency Program                                   | 161 |
| Teachers' estimates of students' rate of progress in learning English                                                          | 161 |
| Teachers' views of students' use of and opportunity to use oral English                                                        | 163 |
| Teachers' estimates of adequacy of students' English for normal school system                                                  | 163 |
| Principals' views on level of interaction between students and teachers in the Contingency Program and in normal school system | 167 |
| Principals' views on attitudes towards refugee students held by teachers and students in regular classes                       | 167 |
| Principals' views on play choices of refugee students                                                                          | 169 |
| Principals' reports on instances of conflict                                                                                   | 169 |
| How well did the students adjust to their new environment?                                                                     | 170 |
| Chapter 9: The organisation and operation of the Contingency Program in Australian schools                                     | 173 |
| Description of the program within States and Territories                                                                       | 173 |
| Questionnaires for principals, teachers and ethnic aides                                                                       | 176 |
| Number and percentage of Contingency Program students in government schools                                                    | 178 |
| Administrative load on schools                                                                                                 | 179 |
| Placement of Contingency Program students in regular classes                                                                   | 181 |
| Background characteristics of Contingency Program teachers                                                                     | 183 |
| Qualifications of teachers                                                                                                     | 185 |
| Length of teaching experience                                                                                                  | 188 |
| Nature of teaching appointment in Contingency Program                                                                          | 189 |
| Organisation of classes and curriculum                                                                                         | 192 |
| Method or approach to the teaching of ESL                                                                                      | 199 |
| Resources and materials                                                                                                        | 207 |
| Ethnic aides: background and activities                                                                                        | 215 |
| A comparison of Contingency Program teachers with ESL teachers in primary and secondary schools                                | 226 |
| Summary of main findings from questionnaires                                                                                   | 227 |
| Chapter 10: Schooling beyond the Contingency Program                                                                           | 231 |
| Information from principals of receiving schools                                                                               | 231 |
| Size of schools and proportion of South-East Asian refugee enrolments                                                          | 232 |
| ESL teaching in receiving schools                                                                                              | 233 |
| Comparison of performance of South-East Asian refugee students and students in regular classes                                 | 234 |
| Attitudes towards South-East Asian refugee children                                                                            | 235 |

|                                                                                                                                                    |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Subsequent performance and adjustment of refugee students in Contingency Program samples                                                           | 236 |
| Test program for follow-up study                                                                                                                   | 237 |
| Time allocation for follow-up testing program                                                                                                      | 238 |
| Performance of Contingency Program students after transfer to regular school systems                                                               | 238 |
| Chapter 11: Conclusions and recommendations                                                                                                        | 252 |
| Amount of time needed in special English classes prior to transition to normal school system                                                       | 253 |
| Variation in levels of assistance according to student background                                                                                  | 254 |
| Length of stay in initial Contingency Program classes                                                                                              | 256 |
| Organisation of Contingency Program classes                                                                                                        | 257 |
| Organisation and staffing of Contingency Program                                                                                                   | 259 |
| Methods, curriculum and resources in the Contingency Program                                                                                       | 262 |
| Overall evaluation of the Contingency Program                                                                                                      | 263 |
| Appendixes                                                                                                                                         |     |
| Appendix 1 Contingency Program for Refugee Children: number of children assisted and teachers, aides and advisory staff funded as at July 1980     | 266 |
| Appendix 2 Parent Questionnaire (Microfiche)                                                                                                       | 268 |
| Appendix 3 Analysis of family background data from Parent Questionnaire                                                                            | 269 |
| Appendix 4 Anticipated approximate numbers of refugee children to be tested each week                                                              | 283 |
| Appendix 5 Type of material used in Stage 3 of interviews                                                                                          | 284 |
| Appendix 6 Speaking Proficiency Descriptions (March 1980)                                                                                          | 285 |
| Appendix 7 Rating of oral interview tapes                                                                                                          | 291 |
| Appendix 8 Mean scores of sample of Australian-born primary school students on cloze and dictation tests                                           | 293 |
| Appendix 9 Samples of cloze reading comprehension tests                                                                                            | 295 |
| Appendix 10 Samples of dictation tests                                                                                                             | 298 |
| Appendix 11 Instructions for administration of cloze tests                                                                                         | 300 |
| Appendix 12 Instructions for administration of dictation tests                                                                                     | 301 |
| Appendix 13 Instructions for marking dictation tests                                                                                               | 302 |
| Appendix 14 Essay writing scale and samples of student essays                                                                                      | 303 |
| Appendix 15 Additional analyses of relationships between background factors and oral proficiency, reading comprehension and dictation (Microfiche) | 306 |
| Appendix 16 Student Questionnaire (Microfiche)                                                                                                     | 306 |
| Appendix 17 Adjustment Appraisal Questionnaire (Microfiche)                                                                                        | 306 |
| Appendix 18 Questionnaire to school principals and teachers-in-charge of Contingency Program centres (Microfiche)                                  | 306 |
| Appendix 19 Questionnaire to teachers of Contingency Program classes (Microfiche)                                                                  | 307 |

|                             |                                                                                    |     |
|-----------------------------|------------------------------------------------------------------------------------|-----|
| Appendix 20<br>(Microfiche) | Questionnaire to ethnic aides in Contingency Program schools and centres           | 307 |
| Appendix 21<br>(Microfiche) | Questionnaire to principals of schools receiving South-East Asian refugee children | 307 |
| Appendix 22                 | Samples of essays written by secondary level students in follow-up study           | 308 |
| References                  |                                                                                    | 310 |

## List of tables

|         |                                                                                                                                                                                            |    |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 1.1     | Distribution by age and country of origin of Indo-Chinese refugee arrivals in Australia in 1979 and 1980                                                                                   | 3  |
| 1.2     | Number of refugee students being assisted under the Contingency Program in designated States, and number of teachers, aides and advisory staff being funded as at July 1980                | 5  |
| 3.1     | Total sample by category of schooling, location, country of birth and sex                                                                                                                  | 13 |
| 3.2     | Numbers of students in the primary sample by location, country of birth and sex                                                                                                            | 13 |
| 3.3     | Numbers of students in the secondary sample by location, country of birth and sex                                                                                                          | 14 |
| 3.4     | Age distribution of students for Sydney and Melbourne primary and secondary samples and for country of origin                                                                              | 14 |
| 3.5     | Parent location for Sydney and Melbourne primary and secondary samples and for country of origin groups                                                                                    | 15 |
| 3.6     | Father's occupation in country of origin for Sydney and Melbourne primary and secondary samples and for country of origin groups                                                           | 16 |
| 3.7     | Mother's occupation in country of origin for Sydney and Melbourne primary and secondary samples and for country of origin groups                                                           | 17 |
| 3.8     | Number of siblings of refugee students                                                                                                                                                     | 18 |
| 3.9     | Total years of schooling of refugee students in country of origin                                                                                                                          | 18 |
| 3.10    | Years of secondary schooling of refugee students in country of origin                                                                                                                      | 18 |
| 3.11(a) | First or home language of refugee students                                                                                                                                                 | 19 |
| 3.11(b) | Combinations of Asian languages spoken by refugee students                                                                                                                                 | 20 |
| 3.12    | Amount of previous study of English by refugee students before arrival in Australia                                                                                                        | 20 |
| 3.13    | Adult responsible for refugee student in Australia                                                                                                                                         | 21 |
| 3.14    | Length of stay in initial Contingency Program schools or centres for Sydney and Melbourne samples for Cohorts 1 and 2                                                                      | 23 |
| 3.15    | Length of stay in initial Contingency Program schools or centres by country of birth of refugee students                                                                                   | 24 |
| 3.16    | Numbers of refugee students transferred to mainstream classes or to intensive language classes in other Contingency Program schools or centres in their initial Contingency Program period | 25 |
| 3.17    | Category of respondent to questionnaire on family background                                                                                                                               | 27 |
| 3.18    | Number of families completing questionnaire                                                                                                                                                | 28 |
| 4.1     | Approximate numbers of 10-year-old refugee children in Sydney schools to be tested each week in 1980, commencing 17 March 1980                                                             | 32 |
| 4.2     | Plan of testing session for each age group in Sydney and Melbourne                                                                                                                         | 34 |
| 5.1     | Sample functions of classroom language: oral                                                                                                                                               | 39 |



|      |                                                                                                                                                                                                                  |    |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5.2  | Order of administration of cloze and dictation tests, and length of test passages                                                                                                                                | 52 |
| 5.3  | Total word count for cloze and dictation tests, and total number of deletions for cloze tests                                                                                                                    | 52 |
| 5.4  | Oral rating levels of refugee students in primary samples in Sydney and Melbourne after varying amounts of time in Contingency Program                                                                           | 60 |
| 5.5  | Oral rating levels of refugee students in secondary samples in Sydney and Melbourne after varying amounts of time in Contingency Program                                                                         | 62 |
| 5.6  | Percentage of refugee students in primary and secondary samples in Sydney and Melbourne with oral English proficiency ratings at or above designated levels after varying amounts of time in Contingency Program | 64 |
| 5.7  | Number and percentage of students giving correct answers to items from test of understanding spoken instructions (listening)                                                                                     | 66 |
| 5.8  | Mean score on five items from listening task (understanding instructions) used in ACER Oracy Study                                                                                                               | 67 |
| 5.9  | Percentage of refugee students correctly filling in items on a simple printed form after varying amounts of time in Contingency Program                                                                          | 70 |
| 5.10 | Reading comprehension levels of refugee students in primary samples in Sydney and Melbourne after varying amounts of time in Contingency Program                                                                 | 74 |
| 5.11 | Reading comprehension levels of refugee students in secondary samples in Sydney and Melbourne after varying amounts of time in Contingency Program                                                               | 76 |
| 5.12 | Percentage of refugee students in primary samples in Sydney and Melbourne with cloze reading comprehension test scores at or above designated levels after varying amounts of time in Contingency Program        | 80 |
| 5.13 | Percentage of refugee students in secondary samples in Sydney and Melbourne with cloze reading comprehension test scores at or above designated levels after varying amounts of time in Contingency Program      | 81 |
| 5.14 | Dictation test levels of refugee students in primary schools in Sydney and Melbourne after varying amounts of time in Contingency Program                                                                        | 82 |
| 5.15 | Dictation test levels of refugee students in secondary schools in Sydney and Melbourne after varying amounts of time in Contingency Program                                                                      | 84 |
| 5.16 | Percentage of refugee students in primary and secondary samples in Sydney and Melbourne with dictation test scores at or above designated levels after varying amounts of time in Contingency Program            | 86 |
| 5.17 | Mean dictation scores of students without and with corrections for spelling errors, and correlations between uncorrected and corrected dictation scores of students                                              | 88 |
| 5.18 | Proficiency levels of students in Sydney and Melbourne secondary samples on essay writing task                                                                                                                   | 89 |
| 6.1  | Mean oral English proficiency ratings of primary level (9- to 11-year-old) refugee students at time of entry to and exit from Contingency Program for contrasted categories of background factors                | 94 |
| 6.2  | Mean oral English proficiency ratings of secondary level (13- to 15-year-old) refugee students at time of entry to and exit from Contingency Program for contrasted categories of background factors             | 96 |

|      |                                                                                                                                                                                                                                                 |     |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 6.3  | Percentage of primary level (9- to 11-year-old) refugee students scoring at or above Year 2 level on cloze reading comprehension tests at time of entry to and exit from Contingency Program for contrasted categories of background factors    | 100 |
| 6.4  | Percentage of secondary level (13- to 15-year-old) refugee students scoring at or above Year 3 level on cloze reading comprehension tests at time of entry to and exit from Contingency Program for contrasted categories of background factors | 102 |
| 6.5  | Percentage of primary level (9- to 11-year-old) refugee students scoring at or above Year 2 level on dictation tests at time of entry to and exit from Contingency Program for contrasted categories of background factors                      | 106 |
| 6.6  | Percentage of secondary level (13- to 15-year-old) refugee students scoring at or above Year 3 level on dictation tests at time of entry to and exit from Contingency Program for contrasted categories of background factors                   | 108 |
| 7.1  | Percentage of primary and secondary refugee students answering Test AM (IV), Whole Numbers (Computation) items correctly at Week 14                                                                                                             | 113 |
| 7.2  | Percentages of refugee students in Sydney and Melbourne samples in 1980 and of Australian norming sample students in 1975 giving correct answers to questions in ACER Reading Tests 10R and 14R                                                 | 116 |
| 7.3  | Percentages of refugee students in Sydney and Melbourne primary level samples in 1980 and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 10N                                         | 119 |
| 7.4  | Percentage of refugee students in Sydney and Melbourne secondary level samples in 1980 and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 14N                                        | 120 |
| 8.1  | Number of primary and secondary students completing student questionnaires at Week 8 and at Week 20                                                                                                                                             | 125 |
| 8.2  | Percentages of students mentioning learning English, studying and playing games/sport as most favoured aspects of school                                                                                                                        | 126 |
| 8.3  | Percentages of students mentioning hostile acts/attitudes, studying and playing games/sport as least favoured aspects of school                                                                                                                 | 128 |
| 8.4  | Involvement of students in games/sport before their arrival in Australia and their attitudes towards games/sport                                                                                                                                | 130 |
| 8.5  | Numbers of friends at school in Australia and before arrival                                                                                                                                                                                    | 132 |
| 8.6  | Students' reports of their degree of happiness at school in Australia                                                                                                                                                                           | 133 |
| 8.7  | Students' liking/satisfaction with teacher/English teacher                                                                                                                                                                                      | 134 |
| 8.8  | Attitudes of students towards homework                                                                                                                                                                                                          | 135 |
| 8.9  | Students' preferred length of stay in intensive English classes                                                                                                                                                                                 | 137 |
| 8.10 | Students' report of frequency of school excursions                                                                                                                                                                                              | 138 |
| 8.11 | Main activities of students after school hours                                                                                                                                                                                                  | 139 |
| 8.12 | Frequency and nature of outings with family and friends                                                                                                                                                                                         | 140 |
| 8.13 | Students' views on living in Australia                                                                                                                                                                                                          | 142 |
| 8.14 | Frequency of Sydney refugee students' talking in English at school with English-speaking children                                                                                                                                               | 145 |
| 8.15 | Frequency of refugee students' talking with people in English outside school hours                                                                                                                                                              | 146 |

|      |                                                                                                                                                                                                  |     |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8.16 | Students' expectation of reaching native-speaker level of English language proficiency                                                                                                           | 146 |
| 8.17 | Student-nominated areas of greatest difficulty in English                                                                                                                                        | 147 |
| 8.18 | Secondary students' views on rate of progress and allocation of class time in learning English                                                                                                   | 148 |
| 8.19 | Secondary students' expectations on length of their secondary schooling and their subsequent activities                                                                                          | 149 |
| 8.20 | Differences reported by students between school in Australia and school in their country of origin                                                                                               | 149 |
| 8.21 | Number of primary and secondary students for whom teachers completed Adjustment Appraisal Questionnaires at Weeks 8 and 20                                                                       | 151 |
| 8.22 | Percentage of students given positive ratings by their teachers on various aspects of classroom behaviour                                                                                        | 154 |
| 8.23 | Percentage of students rated by teachers as often initiating communication with class peers, and with teachers and aides                                                                         | 156 |
| 8.24 | Percentages of Sydney students perceived by their teachers as showing varying degrees of interaction with English-speaking students from other classes in their schools                          | 157 |
| 8.25 | Percentages of students rated fair or good by teachers in the subject areas of mathematics, social sciences, physical sciences, language skills, creative arts and sports and physical education | 158 |
| 8.26 | Percentages of students perceived by teachers as having varying amounts of experience of English at time of enrolment in Contingency Program                                                     | 160 |
| 8.27 | Percentage of students rated by teachers as making average/faster than average progress in learning to speak, read and write English                                                             | 162 |
| 8.28 | Percentage of students reported by teachers as participating in oral communication in English and as having an opportunity to use English in informal situations                                 | 164 |
| 8.29 | Teachers' estimates of adequacy of student's English for participation in the normal school system at the end of the six months intensive study in English                                       | 166 |
| 8.30 | Principals' views on level of interaction between students and teachers in Contingency Program and in regular school system                                                                      | 168 |
| 8.31 | Principals' views of attitudes towards students in refugee classes held by teachers and students in regular classes                                                                              | 168 |
| 8.32 | Principals' views on play choices of refugee students                                                                                                                                            | 169 |
| 8.33 | Principals' reports on instances of conflict                                                                                                                                                     | 170 |
| 9.1  | Number of government schools/centres by State and student category responding to the Principal's Questionnaire                                                                                   | 177 |
| 9.2  | Number and percentage of government school teachers responding to the Teacher Questionnaire                                                                                                      | 177 |
| 9.3  | Number and percentage of government school ethnic aides responding to the Ethnic Aide Questionnaire                                                                                              | 178 |
| 9.4  | Minimum, median and maximum school enrolments of Contingency Program students                                                                                                                    | 179 |
| 9.5  | Responsibility for administration of Contingency Program classes within school or centre                                                                                                         | 179 |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 9.6     | Administrative assistance received in schools for operation of Contingency Program                                                                                                                                                                                                                                                                                                                                                                      | 180 |
| 9.7     | Reported degree of involvement of non-Contingency Program teachers in determining or advising on curriculum, teaching methods, materials and resources                                                                                                                                                                                                                                                                                                  | 182 |
| 9.8     | Personnel responsible for making initial recommendation for transfer of students from refugee class-groups to regular classes before completion of six months in the Contingency Program                                                                                                                                                                                                                                                                | 183 |
| 9.9     | Characteristics of teachers responding to questionnaire: school size, sex, age, country of birth, length of residence in Australia, and proficiency in languages other than English                                                                                                                                                                                                                                                                     | 184 |
| 9.10    | Educational and professional qualifications of teachers responding to questionnaire                                                                                                                                                                                                                                                                                                                                                                     | 185 |
| 9.11    | Training received by responding teachers in the teaching of English as a second language                                                                                                                                                                                                                                                                                                                                                                | 186 |
| 9.12    | Numbers of teachers participating in in-service courses related to the Contingency Program                                                                                                                                                                                                                                                                                                                                                              | 187 |
| 9.13    | Number of years of teaching experience                                                                                                                                                                                                                                                                                                                                                                                                                  | 188 |
| 9.14    | Number of years of full-time teaching experience involving ESL                                                                                                                                                                                                                                                                                                                                                                                          | 189 |
| 9.15    | Length of teaching experience with refugee students in intensive language classes                                                                                                                                                                                                                                                                                                                                                                       | 190 |
| 9.16    | Type of teaching appointment                                                                                                                                                                                                                                                                                                                                                                                                                            | 191 |
| 9.17    | Median number and range of refugee class groups taught in English, mathematics, social studies and other subjects by teachers of classes at infants, primary and secondary levels, together with median number and range of students being taught these subjects, median number and range of hours per week devoted to teaching these subjects, and the mean number of days per week per class in which written homework was required in these subjects | 195 |
| 9.18    | Median hours per week spent by teachers on preparation and planning, on counselling students, and on extra-curricular activities                                                                                                                                                                                                                                                                                                                        | 198 |
| 9.19    | Incidence of teachers' use of specified activities and approaches in ESL instruction                                                                                                                                                                                                                                                                                                                                                                    | 200 |
| 9.20    | Median ratios of oral to written language reported by teachers in their ESL instruction during first, third and sixth months of Contingency Program course                                                                                                                                                                                                                                                                                              | 203 |
| 9.21    | Median number and range of hours per week in which various aspects and skills formed the primary classroom focus of the instruction offered by teachers                                                                                                                                                                                                                                                                                                 | 204 |
| 9.22    | Types of ESL language learning exercises or activities set for homework                                                                                                                                                                                                                                                                                                                                                                                 | 205 |
| 9.23    | Type and frequency of assessment used by teachers in ESL                                                                                                                                                                                                                                                                                                                                                                                                | 206 |
| 9.24    | Number of teachers using various forms of assessment often or sometimes                                                                                                                                                                                                                                                                                                                                                                                 | 208 |
| 9.25(a) | Number of teachers reporting various resource materials as being available and number indicating that they used these materials often or sometimes                                                                                                                                                                                                                                                                                                      | 210 |
| 9.25(b) | Number of teachers reporting various resource materials as being available and number indicating that they used these materials often or sometimes                                                                                                                                                                                                                                                                                                      | 211 |

|      |                                                                                                                                                                                                                                                                      |     |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 9.26 | Median frequency in weeks of foot and transport excursions for refugee students                                                                                                                                                                                      | 214 |
| 9.27 | Median frequency in weeks of visits to classroom from local English-speaking community                                                                                                                                                                               | 215 |
| 9.28 | Median frequency of participation in days or weeks by refugee students with English-speaking students in sports or physical education, as reported by their teachers                                                                                                 | 215 |
| 9.29 | Median frequency of participation in days or weeks by refugee students with English-speaking students in activities other than sports or physical education, as reported by their teachers                                                                           | 216 |
| 9.30 | Background characteristics of ethnic aides: education, previous occupation, proficiency in Indo-Chinese languages                                                                                                                                                    | 217 |
| 9.31 | Full-time versus part-time status of ethnic aides in government schools in November 1980                                                                                                                                                                             | 218 |
| 9.32 | Year of appointment to Contingency Program of ethnic aides employed in government schools in 1980                                                                                                                                                                    | 218 |
| 9.33 | Self-reported levels of proficiency of ethnic aides in Indo-Chinese languages and English                                                                                                                                                                            | 219 |
| 9.34 | Coverage of Indo-Chinese languages by ethnic aides                                                                                                                                                                                                                   | 221 |
| 9.35 | Number of teachers using teacher aides for various language groups                                                                                                                                                                                                   | 222 |
| 9.36 | Frequency of language-related problems of ethnic aides in giving explanations to teachers and in understanding teachers                                                                                                                                              | 223 |
| 9.37 | Mean number of hours per day spent by ethnic aides on various activities                                                                                                                                                                                             | 223 |
| 9.38 | Extent (median hours per week) and nature of assistance to teachers from teacher aides                                                                                                                                                                               | 224 |
| 9.39 | Number of teachers regarding assistance received from ethnic aides as adequate or more than adequate                                                                                                                                                                 | 225 |
| 10.1 | School enrolments and percentages of South-East Asian refugee students who had attended intensive language courses                                                                                                                                                   | 232 |
| 10.2 | Extent and organisation of ESL teaching in receiving schools                                                                                                                                                                                                         | 233 |
| 10.3 | Comparison of performance of South-East Asian refugee students in receiving schools with students in regular classes                                                                                                                                                 | 235 |
| 10.4 | Attitudes of teachers and students towards South-East Asian refugee children                                                                                                                                                                                         | 237 |
| 10.5 | Comparison of Week 20 performance levels in reading comprehension, dictation and oral language proficiency, and Week 14 performance levels in computation items of those Week 20 students who were subsequently traced in the follow-up study and those who were not | 239 |
| 10.6 | Oral proficiency ratings of refugee students interviewed at both Week 20 and the follow-up testing and of students interviewed at both Week 26 and the follow-up testing                                                                                             | 241 |
| 10.7 | Proficiency ratings of refugee students on essay writing tasks at Weeks 14 and 26 and at the follow-up testing                                                                                                                                                       | 242 |
| 10.8 | Percentages of refugee students in Sydney and Melbourne samples in 1980 and 1981 and of Australian norming sample students in 1975 giving correct                                                                                                                    |     |

|       |                                                                                                                                                                                                                                                                                |     |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|       | answers to questions in ACER Reading Tests 10R and 14R, together with comparison of mean scores of students tested on two occasions                                                                                                                                            | 244 |
| 10.9  | Percentages of refugee students in Sydney and Melbourne primary level samples and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 10N, together with comparison of mean scores of students tested on two occasions   | 246 |
| 10.10 | Percentages of refugee students in Sydney and Melbourne secondary level samples and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 14N, together with comparison of mean scores of students tested on two occasions | 248 |
| 10.11 | Numbers of students perceived by teachers to be exhibiting various levels of adjustment to aspects of the school environment at Week 8, Week 20 and at the time of the follow-up testing program                                                                               | 250 |



## Summary of recommendations

- Recommendation 1* Provision should be made for intensive English classes for Indo-Chinese refugee students for at least the first six months of their period of schooling in Australia, followed by subsequent systematic ESL instruction for at least a further twelve months.
- Recommendation 2* Provision for intensive ESL instruction should be made for refugee students as soon as they arrive at refugee camps, and not delayed until they arrive in Australia.
- Recommendation 3* Special provision should be made for newly arrived refugee students with little or no previous schooling, through procedures such as assignment to special classes, a primary initial emphasis on oral language and special attention to the concept of writing.
- Recommendation 4* To the extent that their accommodation and employment needs allow, the parents of refugee students should be encouraged to keep the students in their initial intensive English classes for at least six months.
- Recommendation 5* Provision should be made for systematic individual tutoring in ESL for refugee students who move from their initial school/centre to schools which do not provide for instruction in intensive English classes as part of their program.
- Recommendation 6* Teachers of newly arrived refugee students who are placed in intensive English classes in existing schools should enlist the active support of mainstream teachers in those schools in making explicit provision for the students to interact regularly with Australian students in those schools.
- Recommendation 7* School systems should be provided with the administrative assistance needed to monitor the location and progress of refugee students for at least a twelve-month period following their transfer to a normal school system.
- Recommendation 8* Newly arrived Indo-Chinese refugee students should be taught English by fully qualified and experienced TESL staff who hold permanent full-time appointments in a teaching service and who have participated in a short introductory course concerning the cultures of the students and their particular ESL needs.
- Recommendation 9* Ethnic aides appointed to assist with Indo-Chinese refugee students should have lived in Australia for at least one year and have acquired a good command of English as well as being proficient in their native language.
- Recommendation 10* Ethnic aides should be required to spend a substantial proportion of their time in assisting teachers with language contact and study in the classroom.



- Recommendation 11* Teacher-student ratios in intensive language classes for newly arrived Indo-Chinese refugee students should be no greater than 1:20 at primary level and 1:15 at secondary level.
- Recommendation 12* The attention of teachers of newly arrived refugee students should be drawn to the value of school excursions as a means of introducing students to aspects of Australia's culture and of stimulating communication with English-speaking people outside the school environment.

## Chapter 1

# The Contingency Program for Refugee Children

The withdrawal of France from its former Indo-Chinese colonies in 1954 was followed by prolonged struggles for military and political supremacy in the countries of Vietnam, Laos and Kampuchea, formerly known as Cambodia. One consequence of these struggles was the creation of a refugee problem of huge proportions in the late 1970s. Along with other countries, Australia agreed to assist with the resettlement of the refugees: 10 200 refugees were accepted in 1978, 13 900 in 1979 and 15 300 in 1980. Since about 20 per cent of the refugees were aged between 5 and 14 years, and about 10 per cent to 15 per cent between 15 and 19 years, there was an obvious need for Commonwealth authorities to make some special provision for the educational needs of refugee children and youth, most of whom were unable to speak English on their arrival in Australia. The difficulties faced by these young refugees were exacerbated by the fact that some of those who were of upper primary and secondary school age levels had had little or no schooling because of the long period of hostilities and the lengthy periods they had spent in refugee and transit camps without schooling facilities.

The Contingency Program for Refugee Children was administered by the Commonwealth Department of Education until February 1981, when responsibility for the program was assumed by the Commonwealth Schools Commission. The program was terminated at the end of 1981. Commonwealth funding for education authorities to provide intensive language programs for newly arrived refugee and other non-English-speaking students is now provided under the New Arrivals element of the English as a Second Language Program administered by the Commonwealth Schools Commission. This report deals with the operation of the Contingency Program in 1980.

Contingency funds for the assistance of refugee children from these countries were made available by the Commonwealth Government as early as 1975. According to the 1975-76 Report of the Minister for Education on the Migrant Education Program, 726 refugee children arrived in that period, including 171 Vietnamese, 413 Timorese and 142 Indo-Chinese. In 1976-77, the number of children being assisted through these funds was 800 (1976-77 Report on Migrant Education Program by Minister for Immigration and Ethnic Affairs).

An outline of the objectives and scope of the Contingency Program is given in the 1977-78 report by the Minister for Education, *Provisions for Child Migrant Education*:

### *Newly arrived refugee children*

Under the contingency program for refugee children, funds were provided in 1977-78 for government and non-government education authorities to help them cope with the impact on schools of the arrival of numbers of refugee children mainly from Vietnam, Laos and Kampuchea. This program is an emergency one and is intended to assist the children's language acquisition to enable them to be integrated as soon as possible into established programs of the school system. Funds are used for a number of purposes including the salaries of specialist language teachers and teacher aides, the payment of relief teachers while teachers of refugee children are receiving in-service training, assistance with certain

equipment and materials, excursion costs and the transport of students. Certain costs associated with the provision of classroom accommodation may also be met.

It is expected that, on average, a refugee child will be assisted under the contingency program for a period of three months, although some flexibility is allowed to enable those students, particularly at the secondary level, who have a particular language problem to benefit over a longer period. It is also expected that there will be children who will require little or no assistance and can be integrated into schools in a short time after their arrival in Australia.

The expectations concerning length of assistance were stated a little more explicitly by the Commonwealth Department of Education in 1979:

It is expected that children will be integrated as soon as possible into ordinary classes. On average this should occur after three months. It is also expected that assistance under this program in respect of any one child will not extend beyond six months.

There was some change in expectations during the course of the program, as indicated in the Minister's report for 1978-79 on Child Migrant Education:

Contingency funds were initially intended to provide for three months' special language assistance for each child, but in general this has been found to be inadequate and provision now exists for up to six months' special tuition where necessary. If children continue to need special assistance after they move into the normal school system, it is expected they will be assisted through child migrant education and other programs.

The Minister also noted that Contingency Program funds were additional to funds already provided by the Schools Commission for migrant and multicultural purposes. Refugee children who continued to need special language tuition after moving into the normal school system could be funded at that stage from Schools Commission sources.

In May 1978, 706 Indo-Chinese refugee children were being assisted under the Contingency Program, comprising 319 in New South Wales, 145 in Victoria, sixty-seven in Queensland, twenty-nine in South Australia, and 146 in Western Australia. In New South Wales, Queensland and Western Australia, the contingency funds were made available to both government and non-government education authorities. In Victoria and South Australia, the funds were received by government education authorities only. Approximately 1100 children were estimated to have been assisted under the program during the 1977-78 financial year, and eighty teachers and fifteen teacher aides were involved. Expenditure for the year amounted to \$270 955 (*Provisions for Child Migrant Education, 1977-78 financial year*).

The numbers of Indo-Chinese refugees arriving in Australia increased dramatically in 1979 and 1980. Relevant statistics are presented in Table 1.1. They have been extracted from a report prepared by the Language Teaching Branch of the Department of Education and Youth Affairs, entitled 'Analysis of Nominal Rolls of Indo-Chinese Refugee Arrivals in Australia during 1979', and a report with a similar title covering arrivals during 1980.

Most of these refugees were selected by Australian Immigration Officers in the refugee camps in South-East Asia and Hong Kong. In 1979 most of the refugees arrived in Australia by commercial or VIP aircraft; contrary to popular impression, only 2.3 per cent of the refugees arrived by boat. In 1980 they all arrived by commercial aircraft.

Contingency Program funding was available for refugee students attending primary or secondary schools, that is students between the ages of 5 and 19 years. Table 1.1 shows that there were 4320 arrivals in the 5 to 19 years age group in 1979 and 5725 in 1980. As a consequence of the increased numbers, expenditure under the program rose to approximately \$1 880 000 for the 1978-79 financial year. Expenditure on the program was approximately \$2 708 000 for the 1979-80 financial year, and \$3 873 000 for the 1980-81 financial year.

Table 1.1

Distribution by age and country of origin of Indo-Chinese refugee arrivals in Australia in 1979 and 1980

|                              | 1979          | 1980         |
|------------------------------|---------------|--------------|
| Total arrivals               | 13913         | 15344        |
| Vietnamese                   | 12635 (90.8%) | 12885 (84%)  |
| Laotians                     | 1084 ( 7.8%)  | 1308 ( 8.5%) |
| Kampuchians                  | 194 ( 1.4%)   | 1151 ( 7.5%) |
| Age distribution             |               |              |
| 0-4 years                    | 1991 (14.3%)  | 1838 (12.0%) |
| 5-7 years                    | 1065 ( 7.7%)  | 1089 ( 7.1%) |
| 8-12 years (a)               | 1342 ( 9.6%)  | 1701 (11.1%) |
| 13-16 years (a)              | 944 ( 6.8%)   | 1566 (10.2%) |
| 17-19 years                  | 969 ( 7.0%)   | 1369 ( 8.9%) |
| 20 +                         | 7602 (54.6%)  | 7781 (50.7%) |
| State distribution           |               |              |
| New South Wales              | 5983 (43.0%)  | 5709 (37.2%) |
| Victoria                     | 4163 (29.9%)  | 4671 (30.4%) |
| Queensland                   | 1376 ( 9.9%)  | 1162 ( 7.6%) |
| South Australia              | 1076 ( 7.8%)  | 1801 (11.7%) |
| Western Australia            | 990 ( 7.1%)   | 1349 ( 8.8%) |
| Tasmania                     | 6 ( 0.0%)     | 98 ( 0.6%)   |
| Australian Capital Territory | 313 ( 2.3%)   | 391 ( 2.6%)  |
| Northern Territory           | 6 ( 0.0%)     | 163 ( 1.1%)  |

(a) In Queensland, South Australia, Western Australia and the Northern Territory, the 8-12 years category covers the 8-13 years age range, and the 13-16 years category covers the 14-16 years age range.

The form of organisation of Contingency Program classes in the government education systems was left to the individual States to determine. Victoria chose to set up intensive language centres in a limited number of locations attended only by refugee students. New South Wales set up intensive language classes within existing schools, particularly in the Liverpool area in the south-western metropolitan region of Sydney, since the three migrant centres receiving most of the refugees were located near that region. In Queensland, Western Australia and the ACT, classes were attached to existing primary or secondary schools. In South Australia, Contingency Program students were catered for both within existing schools and through intensive language centres. A more detailed description of the operation of the program in each of the relevant States is given in Chapter 9. By contrast with the government education systems, the non-government systems accounted for only a very small proportion of the refugee students receiving assistance through the Contingency Program.

In addition to providing funds for schools and intensive language centres servicing migrant reception centres, the Commonwealth Government also made funds available to schools with significant numbers of newly arrived refugee children who did not enter the migrant reception centres or who left them after a short period of time. Such funds were provided not only for classes consisting of refugee children only, but also on a proportional basis for classes in which refugee children were a significant proportion of the class.

The specific purposes for which the funds were made available included staffing,

payment of relief teachers while the teachers of the refugee children received in-service training, the purchase of teaching and learning materials related to the teaching of English where no suitable Commonwealth-developed materials were available, consumable items, excursions, equipment such as cassette recorders and overhead projectors in schools or centres with very large numbers of refugee children, busing, relocation/upgrading of demountable classroom accommodation and the renting of halls or rooms if the education system lacked sufficient accommodation for the refugee students, and vacation classes, mainly for students arriving late in the calendar year. Funds for the employment of teachers were made available on the basis of a teacher-student ratio of 1:20 at primary level and 1:15 at secondary level, 'with some upward or downward variation and with a minimum class size in special circumstances at the secondary level of 10'.<sup>1</sup> Teachers could also be employed part time, using these ratios as a guide. Some flexibility in these ratios was accepted to cope with changing class sizes as students entered and left the program at varying times of the year.

Funds were also provided to employ full time teacher aides, bilingual in English and the appropriate language(s), at the ratio of one to every three classes being assisted under the program. Part-time aides could also be employed, and could be used to assist teachers where sufficient numbers of refugee children had moved into normal classes. Senior teachers or supervisors could be funded if they were responsible full time for the teaching arrangements for refugee children. In appropriate circumstances, funding was provided within an education system for consultants/advisers/counsellors.

The size of the program in 1980 is indicated in summary form in Table 1.2. The names of the actual schools and centres involved in the program, together with numbers of students, teachers and aides, are listed in Appendix 1, in the form in which they were supplied by the Commonwealth Department of Education.

The number of New South Wales students includes 230 from the Westbridge Migrant Centre. While funding for these students was available under the Contingency Program, the salaries of their teachers at the associated schools were met largely from Commonwealth funds made available by the School Commission, and not through the Contingency Program.

An impression of the way in which the Contingency Program operated at the school level can be gained from the following descriptions of the program applied in a secondary school and primary school in Sydney in 1980. These descriptions do not apply, of course, to all of the Sydney schools providing intensive language classes for refugee students, nor to the Melbourne schools.

At the government secondary school, the program operated primarily under the direction of the principal, who was responsible for staff changes, discipline and other general procedural matters, though at times these functions were channelled through a special master (not an English teacher) on the permanent staff. Students arrived by bus from the migrant centre and tended to move to an area of the playground adjacent to their classrooms. For the most part these were at the rear of the school, though some classes were also held in the library, in science laboratories and in other rooms. Students were placed in classes according to their level of English, often after an initial period in a reception class. They were promoted to higher classes based on the improvement in their level of English, but depending also on the availability of space and the pressure of numbers as new students enrolled at lower levels. During 1980 the program was rearranged so that students were first divided

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<sup>1</sup> Commonwealth Department of Education, *Emergency Assistance for Refugee Children — Guidelines*, 1979.

into a junior and a senior group according to age, and then placed into one of usually three classes operating at each level, according to proficiency in English.

Within classrooms, there was a variety of arrangements of furniture, from a U-shape to rows of desks or occasionally small clusters of tables for group work. The choice of arrangement generally reflected the teaching style of the particular teachers. The staff room was centrally placed in relation to the classrooms and was rather crowded. The teachers were employed predominantly on a casual basis, those of longest standing in the school being required to take on some administrative tasks such as informing more recently appointed teachers and relief teachers about materials, rooms and procedures with new enrolments, student promotions and discipline problems. Among the staff were a science and a mathematics teacher and, for two days a week, an art teacher and a physical education teacher. A school counsellor usually visited the school each week to investigate health and adjustment problems of individual refugee students and often to assist in the enrolment of new students.

**Table 1.2**

**Number of refugee students being assisted under the Contingency Program in designated States, and number of teachers, aides and advisory staff being funded as at July 1980**

| State                        | Students | Teachers | Aides | Advisory staff |
|------------------------------|----------|----------|-------|----------------|
| New South Wales              |          |          |       |                |
| 16 govt schools              | 1212     | 54.70    | 17.8  |                |
| 1 non-govt school            | 9        | .45      | —     |                |
| Total                        | 1221     | 55.15    | 17.8  | 7              |
| Victoria                     |          |          |       |                |
| 5 govt centres               | 676      | 47       | 14    |                |
| 1 govt high school           | 90       | 7        | 2     |                |
| Total                        | 766      | 54       | 16    | 8              |
| Queensland                   |          |          |       |                |
| 5 govt schools               | 316      | 20       | 7     |                |
| 1 non-govt school            | 19       | 1        | —     |                |
| Total                        | 335      | 21       | 7     | —              |
| South Australia              |          |          |       |                |
| 1 govt centre                | 104      | 5.2      | 2     |                |
| 5 govt schools               | 95       | 4        | 3     |                |
| 2 non-govt schools           | 48       | 2.6      | 1     |                |
| Total                        | 247      | 11.8     | 6     | 1              |
| Western Australia            |          |          |       |                |
| 4 govt schools               | 227      | 13       | 7     |                |
| 1 non-govt school            | 18       | 1.2      | 1     |                |
| Total                        | 245      | 14.2     | 8     | —              |
| Australian Capital Territory |          |          |       |                |
| 2 govt schools               | 46       | 3        | 2     | —              |
| Northern Territory           |          |          |       |                |
| 1 govt school                | 7        | .5       | —     | —              |
| Total — all States           | 2867     | 159.65   | 56.8  | 16             |



The aide of longest standing carried out many of the necessary clerical duties. Her length of employment in the program made her one of the more experienced participants in the program at this school. In addition to undertaking clerical tasks, ethnic aides also attended the classes on a timetabled basis to assist teachers, particularly those teaching subjects other than English.

Before and between classes, many students played handball in the playground. Some played soccer or basketball on the sports field. Generally there were no non-refugee children participating in these games. Many students stood in small groups and talked. On any given day, at least one class was likely to be away from the school on an excursion or on activities such as swimming classes. The school was regularly visited by health officers who checked the eyesight and general health of newly enrolled students. A large proportion of students needed corrective glasses. Students usually participated in such all-school programs as sport, assembly, special celebrations or ceremonies (e.g. Anzac Day).

Lessons taken by the students were divided into seven or eight periods, as were those for the mainstream classes. Students moved from their home room to different rooms for specialist lessons. When classes finished, students moved to the buses waiting to return them to the migrant centres. At this school, as at other secondary schools in the program, there was very little interaction between the Contingency Program students and those in the mainstream classes. Very few of the Contingency Program students were transferred to mainstream classes, since they rarely stayed at the migrant centre for more than six months.

This secondary school seemed crowded with the addition of up to 180 students and at times fifteen members of staff. The atmosphere in the school generally seemed to be one of persevering under difficult conditions.

At the government primary school, Contingency Program students travelled by bus to and from the migrant reception centre. Over the period of the present survey, there were four to five classes of refugee students at this school among an otherwise homogeneous, generally Australian-born population. As with the secondary school, there had been a degree of staff turnover up to late 1980, as casual teachers on the Contingency Program gained permanent appointments elsewhere. This problem was subsequently eased with the appointment of some permanent staff to the program.

The teachers and ethnic aides in the school shared the general staff room and participated in most school activities, helping to organise sports carnivals, school concerts, cake days and school celebrations. More students played with mainstream students than was the case in secondary schools but many stayed together with their ethnic group. The girls played skipping games or hopscotch; the boys played handball and soccer.

The classrooms for refugee students were spread around the school among the regular classrooms. Two of the classrooms were located in the infants area for younger children. Primary-aged children were generally placed in age-level classes but those with limited previous schooling were placed at a lower level with younger students. Refugee children were consciously incorporated into regular school activities and a few had moved into mainstream classes where they had generally been well received by other students. In their special classes, Contingency Program students usually sat in groups at tables though sometimes they moved to mats for singing or listening activities. Lessons proceeded on a basis similar to that followed in mainstream primary classes, with ability groups working on different materials. Ethnic aides had timetabled periods in each class to assist in translation and explanations and also assisted with clerical duties.

## Chapter 2

### Evaluating the Contingency Program

In 1979 the Commonwealth Department of Education decided to commission an evaluation of the Contingency Program for Refugee Children. It was envisaged that the program would be evaluated in terms of 'the extent to which it assists in the English language development of the children' and 'the relation between children's level of oral and written fluency in English and their adjustment to school systems'. To achieve these goals, it was anticipated that data would need to be collected about the social, economic and cultural backgrounds of the refugee children, their family particulars, their adjustment since arrival in Australia and their future aspirations, particularly in the areas of education and transition to employment.

In a more detailed statement of its expectations of the evaluation, the Department indicated that the evaluation would specifically need to assess:

- the effects of the program on children's abilities to speak and comprehend spoken English, to read and to write English, and
- the process of integration into school systems and factors associated with this, particularly abilities in oral and written English.

Aspects of the program to be examined in the course of the evaluation included:

- the environments in which the special English education is undertaken and the effects of such factors as separation or inclusion in a school environment, metropolitan versus provincial;
- the relationships between abilities in English and ease of transition to an established school system;
- other factors of an educational, social or cultural nature that affect transition;
- the problems of older youth who have limited English ability;
- the amount of time needed in special English classes prior to transition;
- the allocation of resources (including teachers, aides, materials); and
- the personal particulars of the children and the relationship of these to changes in ability to speak, comprehend, read and write English and to make the transition to a school system.

Various forms of data collection were envisaged for the study. They included the application of questionnaires or interviews with teachers involved in the program and in the school systems, observation in the special English classes, interviews with the head of the child's family, and the administration of tests (e.g. standardised tests) and measures of attitude and opinion. In addition, there should be some consideration of the overall cost effectiveness of the program.

In developing the research plan for the study, major emphasis was given to the development of skills in English and to the adjustment of refugee children to their Australian schools. The refugee position posed a question of fundamental interest in the learning of a second language by school-aged refugee children from a vastly different culture to the western culture into which they were moving. How long does it take children to learn English in such circumstances? More specifically, how long

does it take them to learn sufficient English to enable them to be readily integrated into the established school systems of their new country? The question, of course, is not merely one of the learning of a new language; the language has to be learned within a new culture in a completely new environment in which the refugee students are likely to experience some difficulties of adjustment. The implications of the study are therefore likely to extend beyond the particular national and ethnic groups on which the present study was based.

It was recognised that the collection of the types of data required for the study was likely to generate particular difficulties with refugee children, because of some general insecurity as well as unfamiliarity with their new environment. In view of the unusual features of the evaluation, a pilot study was considered to be essential. This was intended not only to test the feasibility of the sampling procedures and the tests, scales and other data collection techniques proposed for use in the study, but also to give some indication of which questions were researchable and which could be satisfactorily investigated within the available resources.

The pilot study was carried out between mid-October 1979 and January 1980 and was based on two intakes of new refugee children arriving at the East Hills migrant reception centre in Sydney. It allowed the research fellow appointed to the project to familiarise herself with the nature of the evaluation problems to be faced by observing teaching programs and by trial interviewing of children and family heads. During this period, a range of tests of possible relevance to the study was examined, and areas for which tests needed to be adapted or developed were identified. Interview schedules for use with children, family heads and teachers were developed, as were tests of English skills and measures of the refugee children's adjustment to schooling.

The pilot study provided useful information about the suitability of the instruments for providing the required measures of attainment and adjustment, the practicability of administering the relevant instruments to refugee children and to family heads, the relative advantages of group versus individual testing, the desirability of using native speakers of the language of the particular ethnic group to administer tests and undertake interviews, the minimum amount and the appropriate frequency of testing needed to trace the children's development in English skills and other skills, and procedures for observing classes operating within the program.

Following discussion of the pilot study proposal at the first meeting (August 1979) of the Steering Committee for the project, and discussion of the main research proposal by the Committee at its second and third meetings (December 1979 and March 1980), it was decided to limit student data collection to refugee students of approximately 10 and 14 years of age. In the evaluation of the program, attention was to be concentrated on the following set of specific research questions:

□ *Student performance and attitudes*

*Language*

- (1) What are the attainments of Indo-Chinese refugee children in reading, writing, speaking and listening to English when they begin their instruction provided under the Contingency Program?
- (2) How rapidly do they develop proficiency in these skills? What are their attainments after three months, six months etc.?
- (3) How does their level of attainment after different periods compare with that of children in the regular classes to which the refugee children are eventually assigned?
- (4) To what extent is the rate of attainment of English related to differing

background characteristics of students (age, sex, prior knowledge of English, prior education, ethnic origin) and to differences in the school programs followed in Australia?

#### *Number*

- (1) What is the level of attainment of refugee children in number skills at an early point in the Contingency Program and at the end of the program, and how does it compare with that of students in regular classes?
- (2) To what extent is the level of attainment in number related to differing background characteristics of students?

#### *Adjustment*

- (1) What problems are refugee children experiencing in adjusting to their new environment:
  - (a) in hostels
  - (b) in intensive language centres/classes
  - (c) in regular Australian classes
  - (d) with other school children in playground, out of school etc.
- (2) What is the pattern of change in their school/social adjustment over three months, six months etc.?
- (3) Are refugee children sufficiently socially adjusted when they move into regular classes? How well accepted are they by other children?
- (4) How is their school/social adjustment affected after they move into regular classes?
- (5) Does the pattern of development in school/social adjustment differ according to differing background characteristics of refugee children and the differing school programs followed in Australia.

#### ☐ *Organisational structure of Contingency Program*

- (1) How is the Contingency Program organised in the Australian States involved?
- (2) How are teachers and ethnic aides recruited to the program in the different States? What are their qualifications and experience? What are their conditions of employment?
- (3) To what extent are different organisational structures in New South Wales and Victoria related to level of student performance?

#### ☐ *Curricula, teaching methods and resources*

- (1) How is the curriculum organised in the different States?
- (2) What teaching methods are employed, especially in relation to TESL?
- (3) What resources and materials are available to teachers, and to what extent are they used?
- (4) In what ways are ethnic aides used in the program?

#### ☐ *Opinions of teachers, aides, principals and administrators*

What are the views of teachers, ethnic aides, school principals and administrators on the form and operation of the Contingency Program?

It was anticipated that the answers to these questions would provide guidance to Commonwealth and State authorities in formulating policy on the operation of the Contingency Program, particularly in relation to changes which might be made in the program to improve the process of preparing the students to adjust academically and socially to the school systems into which they were moving. The following

questions provide some examples of areas in which clear implications for policy could be expected:

- (1) What is the appropriate length of period for contingency funding? Is three months sufficient? Is six months sufficient?
- (2) Is differential assistance needed for particular subgroups of refugee students? For instance, do Kampuchean students need nine months, and Vietnamese students only six months?
- (3) How long are students staying in their initial Contingency Program schools or centres? What percentage are participating in the program for only one month, two months etc.? What is their level of proficiency on leaving? What provisions are needed for such children at their destinations? Is the original conception of the program appropriate to changing resettlement patterns?
- (4) Are some types of school or centre programs more effective than others? Is a program more or less effective when conducted in separate ethnic centres, in intensive language classes within regular schools, or when children are enrolled at an early stage in regular classes?
- (5) Is the program attracting suitably qualified teachers? Is it adversely affected by employment prospects of teachers? Is teacher morale sufficiently high?
- (6) Is adequate support available to teachers in relation to curricula, advice on teaching methods and on appropriate resource material?

The policy implications arising from the study are discussed in the final chapter of this report.



## Chapter 3

### The student sample

#### Sample design

The selection of an appropriate sampling design for the study presented some unusual problems, since the population of interest was, in effect, a floating population. Most of the refugee children arrived in Australia by air, with or without other members of their families. The numbers of children of any particular age group on an aircraft therefore tended to be very small, so it seemed likely that the sample would have to include newly arrived refugee children over a period of several months in order to be of sufficient size to provide reliable results. To help design the sample, the arrival patterns of children in 1979 were studied. Aircraft with Indo-Chinese refugees destined for hostels in the Sydney area arrived at irregular intervals, the number of aircraft for successive months from January to September 1979 being 2, 2, 4, 1, 4, 6, 2, 3 and 5 respectively. The Contingency Program retention rate of children arriving on these aircraft was also studied. A tally was made of the number of Indo-Chinese refugee children from aircraft arrivals from March to September 1979 who were still enrolled in October 1979 in schools serving the East Hills and Cabramatta migrant reception centres in Sydney. The ages on arrival of children in the appropriate age groups were as follows:

|                        | 9 yrs | 10 yrs | 11 yrs | 13 yrs | 14 yrs | 15 yrs |
|------------------------|-------|--------|--------|--------|--------|--------|
| <i>No. of children</i> | 14    | 9      | 12     | 22     | 33     | 26     |

These data indicated that insufficient numbers of children would be available for study if the sample were restricted to 10-year-olds and 14-year-olds, and that it was advisable to include the year groups on each side of the 10- and 14-year-old groups in order to secure samples of appropriate size.

It was decided, therefore, to include in the sample all Indo-Chinese refugee children of the specified ages arriving in the appropriate Sydney and Melbourne migrant centres from March 1980 to September 1980. September was a suitable terminating date, as arrivals in that month would be in a position to complete a three-month period in the Contingency Program before the testing program was concluded in December 1980. A detailed testing schedule was drawn up on the assumption that in both Sydney and Melbourne, four new 9- to 11-year-old students and five new 13- to 15-year-old students would be enrolled in the Contingency Program each week from 17 March to 8 September 1980. This schedule, which is outlined in Chapter 4, yielded the following expected sample sizes:



|                            | 10-year-olds<br>(9-11 yrs) |           |       | 11-year-olds<br>(13-15 yrs) |           |       |
|----------------------------|----------------------------|-----------|-------|-----------------------------|-----------|-------|
|                            | Sydney                     | Melbourne | Total | Sydney                      | Melbourne | Total |
| No. of students in program |                            |           |       |                             |           |       |
| For a 26-week period       | 48                         | 48        | 96    | 60                          | 60        | 120   |
| For a 20-week period       | 72                         | 72        | 144   | 90                          | 90        | 180   |
| For a 14-week period       | 104                        | 104       | 208   | 130                         | 130       | 260   |
| For an 8-week period       | 104                        | 104       | 208   | 130                         | 130       | 260   |

Including all Indo-Chinese refugee children of the designated age levels over the specified number of months in the sample was seen to have the following advantages:

- If the rate of intake of refugees increased considerably during 1980, it would be possible to concentrate on only the 10- and 14-year age groups in the later stages, and to dispense with the 9-, 11-, 13- and 15-year age groups.
- The progress of children after they arrived in Australia could be traced within the context which actually applied to such children. They would join an existing class composed of children of varying periods of residence in Australia and varying levels of proficiency in English. Children would move into and out of these classes throughout the year, some moving after a short period into withdrawal classes or out of the Contingency Program altogether, and some staying on in the class for six months.
- Data would be available on the progress of children spending varying periods of time within migrant reception centres and their associated schools. For example, progress over a three-month period could be ascertained for those arriving in the early part or middle of the year and leaving the Contingency Program after three months, and for those arriving in September 1980 and staying until December or later. For other children, progress could be traced over periods of five months and six months.

The emphasis would thus be on the progress of individual students entering and leaving the system at different times, and not on their progress in the regular school system where classes retain the same group of students from the beginning to the end of the year.

### Sample size and characteristics

Since there were differences in the way in which the Contingency Program was implemented in New South Wales and Victoria, as well as the usual differences in the type of teaching program followed by students in primary school and secondary school age groupings, the 9- to 11-year-old children are referred to in this report as the primary sample and the 13- to 15-year-old children as the secondary sample, with some minor exceptions in each case.

#### *Sample size, location, country of birth and sex distribution*

The actual sample size fell a little short of the expected sample size, as indicated earlier. One reason was that the testing program commenced about three weeks later than anticipated. Further, substantial numbers of students spent a much shorter period than expected in the initial Contingency Program schools and centres (see pp.

22-4). The numbers of students tested in the program at the designated weeks were as follows:

|                            | 10-year-olds<br>(9-11 yrs) |           |       | 11-year-olds<br>(13-15 yrs) |           |       |
|----------------------------|----------------------------|-----------|-------|-----------------------------|-----------|-------|
|                            | Sydney                     | Melbourne | Total | Sydney                      | Melbourne | Total |
| No. of students in program |                            |           |       |                             |           |       |
| At Week 26                 | 17                         | 16        | 33    | 29                          | 32        | 61    |
| At Week 20                 | 24                         | 57        | 81    | 50                          | 71        | 121   |
| At Week 14                 | 55                         | 82        | 137   | 74                          | 89        | 163   |
| At Week 8                  | 84                         | 90        | 174   | 92                          | 102       | 194   |
| At Week 2                  | 100                        | 95        | 195   | 110                         | 106       | 216   |

Data were obtained on 411 students, comprising 195 in primary school classes and 216 in secondary school classes. Of the 411 students, 210 were in the Sydney sample and 201 in the Melbourne sample. A large majority (78 per cent) of the students were from Vietnam. There were only fifty-nine (14 per cent) from Laos and thirty-one (8 per cent) from Kampuchea. There were more males than females, 235 as against 176; the ratio of males to females was 4:3 in both the primary school group and the secondary school group. These details for the total sample are summarised in Table 3.1.

**Table 3.1**  
Total sample by category of schooling, location, country of birth and sex

| Total     | Location |           |     | Country of birth |      |           | Sex  |        |
|-----------|----------|-----------|-----|------------------|------|-----------|------|--------|
|           | Sydney   | Melbourne |     | Vietnam          | Laos | Kampuchea | Male | Female |
| Primary   | 195      | 100       | 95  | 155              | 21   | 19        | 111  | 84     |
| Secondary | 216      | 110       | 106 | 166              | 38   | 12        | 124  | 92     |
|           | 411      | 210       | 201 | 321              | 59   | 31        | 235  | 176    |

#### *Composition of the primary sample*

A breakdown of the primary sample is given in Table 3.2.

**Table 3.2**  
Numbers of students in the primary sample by location, country of birth and sex

| Country of birth | Sydney primary |        |       | Melbourne primary |        |       |     |
|------------------|----------------|--------|-------|-------------------|--------|-------|-----|
|                  | Male           | Female | Total | Male              | Female | Total |     |
| Vietnam          | 44             | 29     | 73    | 45                | 37     | 82    | 86% |
| Laos             | 13             | 3      | 16    | 2                 | 3      | 5     | 5%  |
| Kampuchea        | 3              | 8      | 11    | 4                 | 4      | 8     | 8%  |
|                  | 60             | 40     | 100   | 51                | 44     | 95    |     |
|                  | 60%            | 40%    | 100%  | 54%               | 46%    | 100%  |     |

While there was little difference between the Sydney primary and Melbourne primary samples in sex composition, the Vietnamese representation was higher in Melbourne than Sydney, and the Laotian representation considerably lower.

#### *Composition of the secondary sample*

The distribution of the Sydney and Melbourne secondary samples by sex and country of birth is set out in Table 3.3.

**Table 3.3**

**Numbers of students in the secondary sample by location, country of birth and sex**

| Country of birth | Sydney secondary |        |      | Total | Melbourne secondary |        |      | Total |
|------------------|------------------|--------|------|-------|---------------------|--------|------|-------|
|                  | Male             | Female |      |       | Male                | Female |      |       |
| Vietnam          | 41               | 37     | 78   | 71%   | 48                  | 40     | 88   | 83%   |
| Laos             | 19               | 8      | 27   | 25%   | 9                   | 2      | 11   | 10%   |
| Kampuchea        | 3                | 2      | 5    | 4%    | 4                   | 3      | 7    | 7%    |
|                  | 63               | 47     | 110  |       | 61                  | 45     | 106  |       |
|                  | 57%              | 43%    | 100% |       | 58%                 | 42%    | 100% |       |

The sex distribution was similar for the Sydney and Melbourne secondary samples but the ethnic distribution was not, the percentage of Vietnamese students being higher in Melbourne than in Sydney, and the percentage of Laotian students higher in Sydney than in Melbourne.

#### *Age distribution*

The students' ages were obtained at the time of enrolment, and selection of the students into the primary or secondary samples was based on these reported ages. Some of their ages were later amended on the basis of information obtained by the research team in their regular interviews with the students, as it was their impression that the reported ages were occasionally inaccurate by up to three years. To the extent that accurate information about ages could be obtained, the actual age distributions for the primary and secondary samples and for students from Vietnam, Laos and Kampuchea are set out in Table 3.4.

**Table 3.4**

**Age distribution of students for Sydney and Melbourne primary and secondary samples and for country of origin**

| Age at time of enrolment | Sydney primary | Melbourne primary | Sydney secondary | Melbourne secondary | Vietnam | Laos | Kampuchea | Total |
|--------------------------|----------------|-------------------|------------------|---------------------|---------|------|-----------|-------|
| N                        | 100            | 95                | 110              | 106                 | 321     | 59   | 31        | 411   |
| 8 years                  | 1              | —                 | —                | —                   | —       | —    | 1         | 1     |
| 9 years                  | 38             | 30                | —                | —                   | 55      | 8    | 5         | 68    |
| 10 years                 | 32             | 35                | —                | —                   | 53      | 7    | 7         | 67    |
| 11 years                 | 27             | 29                | 3                | —                   | 47      | 7    | 5         | 59    |
| 12 years                 | 1              | —                 | 3                | —                   | 3       | 1    | —         | 4     |
| 13 years                 | 1              | 1                 | 27               | 30                  | 44      | 9    | 6         | 59    |
| 14 years                 | —              | —                 | 44               | 39                  | 66      | 13   | 4         | 83    |
| 15 years                 | —              | —                 | 33               | 37                  | 53      | 14   | 3         | 70    |

Except for a few anomalous cases, the entries are clustered, as might be expected, in the 9- to 11-year age group at the primary level and in the 13- to 15-year age group at the secondary level. The 13-year-old student in the Sydney primary sample had been directed into primary classes because she had no prior schooling at all. The 8-year-old student was aged 8 years and 9 months. Since the discrepancies between the reported and actual ages of the anomalous cases were not detected until the study was well under way, and the students concerned remained in their respective primary or secondary classes, they have been treated in the study as part of the primary or secondary samples.

#### *Parent location*

The location of the parents of the students at the time of their enrolment in the Contingency Program is set out in Table 3.5. In many cases in Melbourne, only the location of the father was obtained, and sometimes only the location of the mother. The percentage of students with both parents in Australia is therefore presented only for the Sydney samples.

**Table 3.5**  
**Parent location for Sydney and Melbourne primary and secondary samples and for country of origin groups**

| Parent location                  | Sydney primary | Melbourne primary | Sydney secondary | Melbourne secondary | Vietnam | Laos | Kampuchea | Total |
|----------------------------------|----------------|-------------------|------------------|---------------------|---------|------|-----------|-------|
| N                                | 100            | 95                | 110              | 106                 | 321     | 59   | 31        | 411   |
|                                  | Percentages    |                   |                  |                     |         |      |           |       |
| Both parents in Australia        | 73             | .                 | 59               | .                   | .       | .    | .         | .     |
| One parent in Australia          | 13             | .                 | 14               | .                   | .       | .    | .         | .     |
| At least one parent in Australia | 86             | 92                | 73               | 78                  | 80      | 83   | 100       | 82    |
| Neither parent in Australia      | 14             | 4                 | 27               | 17                  | 19      | 12   | —         | 16    |
| Not stated                       | —              | 4                 | —                | 4                   | 2       | 5    | —         | 2     |

At the time of entry to the Contingency Program, about 80 per cent of the students had at least one parent in Australia, and judging by the Sydney samples, about 60 per cent to 70 per cent of the students had both parents in Australia. There was a significantly higher percentage of Kampuchean students with at least one parent in Australia than was true for the Vietnamese and Laotian groups. Likewise, the percentage of primary students with at least one parent in Australia was significantly higher than the percentage of secondary students. Only three parents were still in refugee camps, but thirty-eight of the students had one deceased parent.

#### *Parents' occupations in country of origin*

Information about the occupations of the refugee student's father and mother was mostly obtained from the parent at the time at which the child was enrolled in the

Contingency Program, but records were far from complete on these items. A more extensive analysis of the occupational background of parents in their country of origin, based on information obtained through interviews with a subsample of the parents, is presented in Appendix 3 and summarised later in this chapter.

The information obtained on the occupation of the students' fathers in their country of origin is summarised in Table 3.6.

**Table 3.6**  
**Father's occupation in country of origin for Sydney and Melbourne primary and secondary samples and for country of origin groups**

| <i>Father's<br/>occupation<br/>in country<br/>of origin</i> | <i>Sydney<br/>primary</i> | <i>Melbourne<br/>primary</i> | <i>Sydney<br/>secondary</i> | <i>Melbourne<br/>secondary</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Kampuchea</i> | <i>Total</i> |
|-------------------------------------------------------------|---------------------------|------------------------------|-----------------------------|--------------------------------|----------------|-------------|------------------|--------------|
| N                                                           | 100                       | 95                           | 110                         | 106                            | 321            | 59          | 31               | 411          |
| Percentages                                                 |                           |                              |                             |                                |                |             |                  |              |
| Rural workers,<br>fishermen,<br>labourers                   | 6                         | 4                            | 10                          | 5                              | 4              | 14          | 13               | 6            |
| Drivers                                                     | 12                        | 5                            | 5                           | 7                              | 8              | 5           | 6                | 7            |
| Process<br>workers,<br>operators,<br>machinists             | 14                        | 16                           | 2                           | 9                              | 11             | 2           | 16               | 10           |
| Personal,<br>domestic,<br>other services                    | 8                         | 6                            | 6                           | 9                              | 8              | 10          | —                | 7            |
| Shop assistants,<br>salesmen                                | 10                        | 4                            | 4                           | 3                              | 4              | 2           | 26               | 5            |
| Craftsmen,<br>foremen,<br>skilled<br>workers                | 8                         | 26                           | 8                           | 12                             | 16             | 2           | 6                | 13           |
| Self-employed<br>shopkeepers,<br>businessmen                | 8                         | 6                            | 10                          | 18                             | 11             | 15          | 3                | 11           |
| Professional                                                | 6                         | 11                           | 7                           | 7                              | 9              | 3           | 3                | 8            |
| Other<br>occupations                                        | 5                         | 4                            | 10                          | 7                              | 4              | 24          | 3                | 7            |
| Occupation<br>not stated                                    | 23                        | 17                           | 39                          | 23                             | 26             | 24          | 23               | 26           |

Bearing in mind that the information was supplied for only three-quarters of the total group of students, and for only about 60 per cent of the Sydney secondary students, the results presented in Table 3.6 indicate that the fathers of the students were well distributed across the range of occupations. The only difference of note between the Sydney and Melbourne primary samples was the considerably greater percentage of skilled workers in the Melbourne sample. At the secondary level, the Melbourne sample had a higher percentage of process workers and of self-employed shopkeepers or businessmen. There were more striking differences, however, among

the country of origin groups. A much greater percentage of the Laotian and Kampuchean fathers had been rural workers, fishermen or labourers in their home countries than was the case for Vietnamese fathers. Among Kampucheans, the percentage of shop assistants or salesmen was much higher, and the percentage of self-employed shopkeepers or businessmen lower (not significantly) than the corresponding percentages for Vietnamese or Laotian fathers. A higher percentage of the Vietnamese fathers were skilled workers, and a very low percentage of Laotian fathers were process workers or machinists in their home countries. The percentage of professional fathers from Vietnam was also higher than was the case for Laotian and Kampuchean fathers.

The occupations of the mothers of the refugee students in their country of origin are presented in Table 3.7.

**Table 3.7**

**Mother's occupation in country of origin for Sydney and Melbourne primary and secondary samples and for country of origin groups**

| Mother's<br>occupation<br>in country<br>of origin | Sydney<br>primary | Melbourne<br>primary | Sydney<br>secondary | Melbourne<br>secondary | Vietnam | Laos | Kampuchea | Total |
|---------------------------------------------------|-------------------|----------------------|---------------------|------------------------|---------|------|-----------|-------|
| N                                                 | 100               | 95                   | 110                 | 106                    | 321     | 59   | 31        | 411   |
| Percentages                                       |                   |                      |                     |                        |         |      |           |       |
| Housewife                                         | 36                | 20                   | 35                  | 32                     | 26      | 64   | 19        | 31    |
| Dressmaker                                        | 23                | 14                   | 18                  | 12                     | 19      | 7    | 16        | 17    |
| Shop assistant                                    | 11                | 9                    | 5                   | 6                      | 7       | 7    | 16        | 8     |
| Clerical,<br>professional,<br>other               | 9                 | 16                   | 7                   | 12                     | 12      | 5    | 6         | 11    |
| Occupation<br>not stated                          | 21                | 41                   | 35                  | 38                     | 36      | 17   | 42        | 34    |

Again, the incompleteness of the information makes the interpretation of Table 3.7 a little hazardous. The one striking feature of the table, however, is that two-thirds of the Laotian mothers were described as housewives with no other occupation, whereas this was the case for only one-third of the group as a whole.

Taken together, the information on the occupations of the students' fathers and mothers in their country of origin reveals that the refugee families were drawn from a broad range of occupations. The representation of rural workers, fishermen and labourers was greater among Laotian and Kampuchean fathers, and the representation of skilled workers was greater among Vietnamese fathers. While the results suggest that the mothers of refugee students had participated in the workforce to a much smaller extent in Laos than in Vietnam and Kampuchea, this can only be speculation in view of the much greater percentage of Vietnamese and Kampuchean mothers for whom this occupational information was not available.

#### *Family size*

An indication of the size of the families of refugee students was available from data about the number of siblings of each student, which is summarised in Table 3.8.



**Table 3.8**  
**Number of siblings of refugee students**

|                               | <i>Sydney<br/>primary</i> | <i>Melbourne<br/>primary</i> | <i>Sydney<br/>secondary</i> | <i>Melbourne<br/>secondary</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Kampuchea</i> |
|-------------------------------|---------------------------|------------------------------|-----------------------------|--------------------------------|----------------|-------------|------------------|
| Total N                       | 100                       | 95                           | 110                         | 106                            | 321            | 59          | 31               |
| N for which<br>data available | 99                        | 88                           | 109                         | 91                             | 306            | 52          | 29               |
| No. of siblings               |                           |                              |                             |                                |                |             |                  |
| Mean                          | 3.9                       | 4.6                          | 3.9                         | 5.8                            | 4.6            | 3.8         | 5.0              |
| S.D.                          | 1.8                       | 2.3                          | 2.1                         | 2.6                            | 2.4            | 1.6         | 2.3              |

The size of the families of the refugee students was large by comparison with Australian standards.

*Years of schooling in country of origin*

Information about the number of years in which the child had attended school in the country of origin was obtained from parents or guardians at the pre-enrolment interview. Table 3.9 summarises the information about the total number of years of schooling and Table 3.10 presents, for the secondary samples, the number of years of secondary schooling experienced by the refugee students in their country of origin.

**Table 3.9**  
**Total years of schooling of refugee students in country of origin**

|                               | <i>Sydney<br/>primary</i> | <i>Melbourne<br/>primary</i> | <i>Sydney<br/>secondary</i> | <i>Melbourne<br/>secondary</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Kampuchea</i> |
|-------------------------------|---------------------------|------------------------------|-----------------------------|--------------------------------|----------------|-------------|------------------|
| Total N                       | 100                       | 95                           | 110                         | 106                            | 321            | 59          | 31               |
| N for which<br>data available | 98                        | 86                           | 110                         | 90                             | 298            | 56          | 30               |
| Years of<br>schooling         |                           |                              |                             |                                |                |             |                  |
| Mean                          | 2.5                       | 2.8                          | 4.8                         | 5.0                            | 4.1            | 3.8         | 1.2              |
| S.D.                          | 1.2                       | 1.2                          | 1.9                         | 1.8                            | 1.7            | 2.3         | 1.6              |

**Table 3.10**  
**Years of secondary schooling of refugee students in country of origin**

|                              | <i>Sydney<br/>secondary</i> | <i>Melbourne<br/>secondary</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Kampuchea</i> |
|------------------------------|-----------------------------|--------------------------------|----------------|-------------|------------------|
| Total N                      | 110                         | 106                            | 166            | 38          | 12               |
| N for which data available   | 105                         | 54                             | 120            | 27          | 12               |
| Years of secondary schooling |                             |                                |                |             |                  |
| Mean                         | 1.6                         | 0.6                            | 1.4            | 1.0         | 0                |
| S.D.                         | 0.6                         | 1.1                            | 1.7            | 1.6         | 0                |

Considering that the primary sample students were predominantly aged 9 to 11 years, and the secondary sample students were aged 13 to 15 years, the mean number of years of schooling for the primary and secondary samples reported in Table 3.9 is one to two years below the mean that would be expected for Australian-born students. The same comment applies to the mean number of years of secondary schooling presented in Table 3.10, the Melbourne sample having experienced considerably less secondary schooling in their country of origin than the Sydney sample. It should be noted, however, that the data were available for only half of the students in the Melbourne sample.

Tables 3.9 and 3.10 reveal a clear difference in the extent of previous schooling, and previous secondary schooling, of students from Vietnam, Laos and Kampuchea. The Vietnamese students had experienced the most schooling on average and the Laotians a little less. The Kampuchean students in the secondary sample had experienced no previous secondary schooling, and the total group of Kampuchean students had received very little primary schooling.

#### *Asian languages spoken by refugee students*

At the time refugee students enrolled, information was obtained, and later verified by the researchers, about the student's first language or language spoken at home, the second Asian language they spoke, if any, and a third Asian language, if any. Table 3.11 presents the first or home language for students from Vietnam, Laos and Kampuchea, and the number of students speaking different combinations of two and three languages.

**Table 3.11(a)**  
**First or home language of refugee students**

|                        | Vietnam | Laos | Kampuchea | Total |
|------------------------|---------|------|-----------|-------|
| N                      | 321     | 59   | 31        | 411   |
| Chinese and Vietnamese | 14      | 1    | —         | 15    |
| Chinese                | 177     | 7    | 12        | 196   |
| Vietnamese             | 130     | —    | 3         | 133   |
| Lao                    | —       | 45   | —         | 45    |
| Hmong                  | —       | 6    | —         | 6     |
| Khmer                  | —       | —    | 16        | 16    |

Chinese was reported as the first language for more of the students from Vietnam than was Vietnamese, but more than two-thirds of these students spoke both languages and about one-third spoke Vietnamese only. One-half of the Laotian students spoke Lao or Hmong only, but many spoke Chinese as well, and it was claimed to be their first language for some. Similarly, one-half of the Kampuchean students spoke both Khmer and Chinese, some claiming the latter as their first language also. About two-thirds of the total group had some knowledge of one or more Chinese dialects, and approximately one-third could speak only their home language, i.e. Vietnamese, Lao, Hmong or Khmer.

#### *Amount of previous study of English*

Information about the extent to which the students had studied English previously was available for almost all students in the Sydney samples but for only

approximately one-third to one-half of the students in the Melbourne samples. This information is summarised in Table 3.12. Because of the unavailability of the data for many students in the Melbourne samples, percentages have been calculated only in relation to those students for whom the data were available.

**Table 3.11(b)**  
**Combinations of Asian languages spoken by refugee students**

|                        | Vietnam | Laos      | Kampuchea | Total |
|------------------------|---------|-----------|-----------|-------|
| <i>N</i>               | 321     | 59        | 31        | 411   |
| Chinese and Vietnamese | 219     | —         | —         | 219   |
| Vietnamese only        | 94      | —         | —         | 94    |
| Chinese only           | 8       | —         | —         | 8     |
| Lao only               | —       | 28        | —         | 28    |
| Lao and Chinese        | —       | 22(a),(b) | —         | 22    |
| Lao and Thai           | —       | 3         | —         | 3     |
| Lao and Hmong          | —       | 3         | —         | 3     |
| Hmong only             | —       | 3         | —         | 3     |
| Khmer only             | —       | —         | 9         | 9     |
| Khmer and Chinese      | —       | —         | 17        | 17    |
| Khmer and Vietnamese   | —       | —         | 3         | 3     |
| Chinese and Thai       | —       | —         | 2(c)      | 2     |

(a) Includes 2 speaking Lao, Chinese and Vietnamese.

(b) Includes 7 speaking Lao, Chinese and Thai.

(c) Includes 2 speaking Chinese, Thai and Khmer.

**Table 3.12**  
**Amount of previous study of English by refugee students before arrival in Australia**

|                                      | Sydney<br>primary | Melbourne<br>primary | Sydney<br>secondary | Melbourne<br>secondary | Vietnam | Laos | Kampuchea | Total |
|--------------------------------------|-------------------|----------------------|---------------------|------------------------|---------|------|-----------|-------|
| Total <i>N</i>                       | 100               | 95                   | 110                 | 106                    | 321     | 59   | 31        | 411   |
| <i>N</i> for which<br>data available | 96                | 54                   | 102                 | 38                     | 224     | 41   | 25        | 290   |
| <i>Percentages</i>                   |                   |                      |                     |                        |         |      |           |       |
| No previous<br>study of<br>English   | 85                | 81                   | 48                  | 47                     | 60      | 85   | 96        | 67    |
| Less than 3<br>months                | 3                 | 6                    | 19                  | 16                     | 12      | 5    | 4         | 11    |
| 3 to 6 months                        | 9                 | 4                    | 20                  | 21                     | 17      | 2    | —         | 13    |
| 7 to 11 months                       | —                 | —                    | 2                   | 3                      | 1       | 2    | —         | 1     |
| 1 to 2 years                         | 2                 | 9                    | 7                   | 11                     | 8       | —    | —         | 6     |
| More than 2<br>years                 | —                 | —                    | 5                   | 3                      | 2       | 5    | —         | 2     |

More than 80 per cent of students in the primary samples and about one-half of the students in the secondary samples had not studied English before arrival in Australia. Most of those who had studied English had studied it for six months or less.

About 12 per cent to 14 per cent of students in the secondary samples had studied English, presumably at school in their country of origin or in refugee camps for one year or more. Most of the Laotian and Kampuchean students had not studied English previously, whereas 40 per cent of the Vietnamese students had done so.

#### *Adult responsible for student in Australia*

Again this information was collected for most students in the Sydney sample just prior to enrolment but for only about one-half of the students in the Melbourne samples. The results are presented in Table 3.13. Percentages are again based on the number of students for which the data were available.

**Table 3.13**  
**Adult responsible for refugee student in Australia**

| <i>Responsible adult in Australia</i> | <i>Sydney primary</i> | <i>Melbourne primary</i> | <i>Sydney secondary</i> | <i>Melbourne secondary</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Kampuchea</i> | <i>Total</i> |
|---------------------------------------|-----------------------|--------------------------|-------------------------|----------------------------|----------------|-------------|------------------|--------------|
| Total N                               | 100                   | 95                       | 110                     | 106                        | 321            | 59          | 31               | 411          |
| N for which data available            | 99                    | 40                       | 109                     | 61                         | 241            | 49          | 19               | 309          |
| <i>Percentages</i>                    |                       |                          |                         |                            |                |             |                  |              |
| Father and mother                     | 74                    | 53                       | 62                      | 54                         | 60             | 78          | 63               | 63           |
| Father only                           | 6                     | 18                       | 3                       | 8                          | 8              | —           | 11               | 7            |
| Mother only                           | 6                     | 18                       | 9                       | 16                         | 9              | 14          | 26               | 11           |
| Guardian                              |                       |                          |                         |                            |                |             |                  |              |
| Relative                              | 14                    | 12                       | 21                      | 21                         | 21             | 8           | —                | 18           |
| Other                                 | —                     | —                        | 5                       | —                          | 2              | —           | —                | 2            |

Overall, about 80 per cent of the students were cared for by one or both parents and about 20 per cent by guardians. As might be expected, a greater percentage of primary students than secondary students were cared for by their parents. Guardians were more common for the Vietnamese than for the Laotian students. All of the Kampuchean students were cared for by their parents.

#### **Length of initial stay in Contingency Program**

In most cases, the refugee children enrolled in Contingency Program classes within two to four weeks after their arrival in Sydney or Melbourne. Interviewing and testing of new enrollees commenced in late March/early April, so that reasonable numbers of students might be followed through for the full period of Contingency Program funding, namely six months or twenty-six weeks. New enrollees continued to be accepted into the sample until early to mid-August 1980; although these later enrollees would not be able to complete twenty-six weeks in the Program by mid-December 1980, they would provide additional data on the progress of refugee children over the first fourteen to twenty weeks of the Program.

It had been anticipated that most students would remain in the Contingency Program schools or centres in which they initially enrolled for at least three months. It was found, however, that some students moved out of these schools or centres

shortly after enrolment, and unless they moved to another Contingency Program school or centre participating in the program, they were lost to the sample. Information about the new location of the family was often unavailable, and in any case, the time and expense involved in tracing individual students and testing them periodically in various parts of New South Wales and Victoria was well beyond the resources available for the study. The actual sample therefore has had to be described and the results analysed, not only in terms of the possible length of stay of students in the initial Contingency Program schools or centres, but also in terms of their actual length of stay in the group of schools or centres. Indeed, one of the outcomes of the study has been to highlight differences in the initial periods for which students stayed in the Sydney and Melbourne programs.

Time of enrolment determined the student's possible length of stay in the program during the course of the research study. Since this placed limits on the student's actual length of stay during that period, analyses of the length of stay of different groupings of the students are presented in Table 3.14 for different cohorts.

Cohort 1 comprises all students who were enrolled before 9 June 1980 and who were thus in a position to complete twenty-six weeks in the program by mid-December. Cohort 2 consisted of all students enrolling between 9 June and 20 July 1980 who could have completed at least twenty weeks but not twenty-six weeks in the program by mid-December. Students enrolling between 21 July and 18 August could have completed fourteen but less than twenty weeks by mid-December, and form a third cohort.

To provide some indication of just how long a group of refugee students entering the program at a particular period remained in the program, numbers and percentages of students staying for designated periods are presented in Table 3.14 for those whose possible length of stay was twenty-six weeks and twenty weeks respectively. In the second part of each section of the table, the data are combined to give the number and percentage of students staying in the program for less than fourteen weeks, fourteen weeks or more, and so on.

Only one-third of the primary school students and one-half of the secondary school students in Cohort 1 remained in their initial Contingency Program schools or centres for the full twenty-six weeks, the percentages being similar for Sydney and Melbourne. Nevertheless, there is clear evidence in Table 3.14 that the Melbourne students stayed longer in the program than their Sydney counterparts. The difference was slight for the secondary students in Cohort 1, but it was substantial in Cohort 2, 91 per cent of the Melbourne students staying fourteen weeks or more as compared with 72 per cent of the Sydney students. It was substantial also at the primary level for both cohorts, the percentages of Melbourne and Sydney students staying fourteen weeks or more being 83 per cent and 73 per cent for Cohort 1, and 91 per cent and 41 per cent for Cohort 2. The trend was confirmed in the comparisons for twenty weeks or more in the program. In Sydney, the period of stay was longer for secondary than for primary students, but there was little difference between the two in Melbourne.

It is notable that 59 per cent of the Sydney primary students in Cohort 2, and approximately one-quarter of the Sydney secondary students in Cohort 2 and of all four groups in Cohort 1 stayed for less than fourteen weeks in the program, and that a substantial proportion of these stayed for between two and eight weeks only. Some of these early leavers in Sydney, especially those at the secondary level, would have received further intensive English instruction at language reception centres for migrant students, possibly funded through the Contingency Program. For many students, however, their early departure from the initial Contingency Program classes must already have reduced the potential benefit of the program.

Table 3.14

Length of stay in initial Contingency Program schools or centres for Sydney and Melbourne samples for Cohorts 1 and 2(a)

| Cohort 1 (Enrolled 3.80-8.6.80)    |          | Possible stay in program: 26 weeks |           |           |   |
|------------------------------------|----------|------------------------------------|-----------|-----------|---|
| Actual length of stay              | Primary  |                                    | Secondary |           | N |
|                                    | Sydney   | Melbourne                          | Sydney    | Melbourne |   |
|                                    | 52       | 54                                 | 57        | 65        |   |
| < 8 weeks                          | 3 ( 6%)  | 4 ( 7%)                            | 7 (12%)   | 4 ( 6%)   |   |
| 8-13 weeks                         | 11 (21%) | 5 ( 9%)                            | 6 (11%)   | 10 (15%)  |   |
| 14-19 weeks                        | 18 (35%) | 15 (27%)                           | 10 (18%)  | 9 (14%)   |   |
| 20-25 weeks                        | 3 ( 6%)  | 14 (26%)                           | 5 ( 9%)   | 10 (15%)  |   |
| 26 weeks or more                   | 17 (33%) | 16 (30%)                           | 29 (51%)  | 32 (49%)  |   |
| < 14 weeks                         | 14 (27%) | 9 (17%)                            | 13 (23%)  | 14 (22%)  |   |
| 14 weeks or more                   | 38 (73%) | 45 (83%)                           | 44 (77%)  | 51 (78%)  |   |
| 20 weeks or more                   | 20 (38%) | 30 (56%)                           | 34 (60%)  | 42 (65%)  |   |
| Cohort 2 (Enrolled 9.6.80-20.7.80) |          | Possible stay in program: 20 weeks |           |           |   |
| Actual length of stay              | Primary  |                                    | Secondary |           | N |
|                                    | Sydney   | Melbourne                          | Sydney    | Melbourne |   |
|                                    | 22       | 33                                 | 32        | 35        |   |
| < 8 weeks                          | 5 (23%)  | -                                  | 5 (16%)   | -         |   |
| 8-13 weeks                         | 8 (36%)  | 3 ( 9%)                            | 4 (13%)   | 3 ( 9%)   |   |
| 14-19 weeks                        | 5 (23%)  | 3 ( 9%)                            | 7 (22%)   | 3 ( 9%)   |   |
| 20 weeks or more                   | 4 (18%)  | 27 (82%)                           | 16 (50%)  | 29 (83%)  |   |
| < 14 weeks                         | 13 (59%) | 3 ( 9%)                            | 9 (28%)   | 3 ( 9%)   |   |
| 14 weeks or more                   | 9 (41%)  | 30 (91%)                           | 23 (72%)  | 32 (91%)  |   |

(a) Numbers include students who were transferred to mainstream classes in their original school, or who were transferred to intensive language classes in another Contingency Program school or centre participating in the study.

The length of stay for the full sample, comprising all three cohorts, is presented in Table 3.15, together with a comparison according to country of birth. The analysis is confined to the numbers of students leaving before and after the initial fourteen-week period because the third cohort could only have completed fourteen weeks in the program by the time the testing was terminated.

Table 3.15 confirms, for the full sample, the finding that Melbourne students stayed longer in the program than the Sydney students. This was presumably due to such factors as the provision of special intensive language class centres and the settlement patterns of refugees in Melbourne.

At both primary and secondary school levels the length of stay was higher in Melbourne than in Sydney for students from each of the three Asian countries. Taking into account the small sample sizes, the percentage of students within each State remaining in the program at fourteen weeks was similar for the groups from Vietnam, Laos and Kampuchea. While the percentage seems lower for Kampuchean among primary students and higher for Laotians among Sydney secondary students, the three country groups do not differ significantly within any of the four tables.



Table 3.15

Length of stay in initial Contingency Program schools or centres by country of birth of refugee students

|                  | <i>Sydney primary</i> |      |           |        | <i>Melbourne primary</i> |      |           |       |
|------------------|-----------------------|------|-----------|--------|--------------------------|------|-----------|-------|
|                  | Vietnam               | Laos | Kampuchea | Total  | Vietnam                  | Laos | Kampuchea | Total |
| N                | 73                    | 16   |           | 11 100 | 82                       | 5    |           | 8 95  |
|                  | <i>Percentages</i>    |      |           |        |                          |      |           |       |
| < 14 weeks       | 40                    | 50   | 73        | 45     | 12                       | 0    | 37        | 14    |
| 14 weeks or more | 60                    | 50   | 27        | 55     | 88                       | 100  | 63        | 86    |

  

|                  | <i>Sydney secondary</i> |      |           |       | <i>Melbourne secondary</i> |      |           |       |
|------------------|-------------------------|------|-----------|-------|----------------------------|------|-----------|-------|
|                  | Vietnam                 | Laos | Kampuchea | Total | Vietnam                    | Laos | Kampuchea | Total |
| N                | 78                      | 27   |           | 5 110 | 88                         | 11   |           | 7 106 |
|                  | <i>Percentages</i>      |      |           |       |                            |      |           |       |
| < 14 weeks       | 37                      | 19   | 40        | 33    | 18                         | 9    | 0         | 16    |
| 14 weeks or more | 63                      | 81   | 60        | 67    | 82                         | 91   | 100       | 84    |

It has been envisaged that the refugee students who showed sufficient proficiency in English and a reasonable degree of adjustment to school would move into the mainstream classes in their original school before they had completed six months or even three months in the intensive language class groups. They could still be withdrawn from these mainstream classes, which consisted mostly of Australian-born students, for regular periods of intensive English instruction each week. The extent to which the students were transferred to mainstream classes during their initial Contingency Program period and their time in the program prior to this transfer, together with the extent to which the students transferred to other Contingency Program schools or centres involved in the study, is presented in Table 3.16.

The numbers of students transferring to mainstream classes during their initial period in Contingency Program schools or centres was clearly very small. The predominant practice was to retain the refugee students in the intensive language classes for the full period of their initial Contingency Program. The proportion of transfers to mainstream or to other intensive language centre classes did not differ significantly for Vietnamese, Laotian or Kampuchean students. Transfers to mainstream classes occurred mostly after the students had spent three or four months in the program.

The relatively large number of Sydney secondary students transferring from one intensive language centre to another was the result of family settlement patterns. Many families from East Hills Migrant Centre, for instance, settled in the Cabramatta area, so that students transferred from the Casula High School classes to those at Cabramatta or Ashcroft High Schools. A similar pattern was not evident for primary students since they were absorbed into a larger number of primary schools in these localities.

Table 3.16

Numbers of refugee students transferred to mainstream classes or to intensive language classes in other Contingency Program schools or centres in their initial Contingency Program period

|                                 | <i>Transfer to mainstream classes in original school</i> |                          |                         |                            | <i>Transfer to intensive language centre classes in another CP school or centre in study</i> |                          |                         |                            |
|---------------------------------|----------------------------------------------------------|--------------------------|-------------------------|----------------------------|----------------------------------------------------------------------------------------------|--------------------------|-------------------------|----------------------------|
|                                 | <i>Sydney primary</i>                                    | <i>Melbourne primary</i> | <i>Sydney secondary</i> | <i>Melbourne secondary</i> | <i>Sydney primary</i>                                                                        | <i>Melbourne primary</i> | <i>Sydney secondary</i> | <i>Melbourne secondary</i> |
| Total N                         | 100                                                      | 95                       | 110                     | 106                        | 100                                                                                          | 95                       | 110                     | 106                        |
| Time in program before transfer |                                                          |                          |                         |                            |                                                                                              |                          |                         |                            |
| 3 weeks                         | —                                                        | —                        | —                       | —                          | —                                                                                            | —                        | —                       | —                          |
| 4–6 weeks                       | 3                                                        | —                        | —                       | —                          | —                                                                                            | —                        | 5                       | 1                          |
| 7–13 weeks                      | —                                                        | —                        | 1                       | —                          | —                                                                                            | 1                        | 1                       | 2                          |
| 16–17 weeks                     | 1                                                        | —                        | —                       | —                          | —                                                                                            | 1                        | 8                       | 2                          |
| 19 weeks                        | 2                                                        | —                        | —                       | 2                          | 1                                                                                            | —                        | —                       | —                          |
| 23 weeks                        | 2                                                        | —                        | —                       | 3                          | —                                                                                            | —                        | —                       | —                          |
| 27 weeks                        | 1                                                        | —                        | —                       | —                          | —                                                                                            | —                        | —                       | —                          |
| Total                           | 9                                                        | —                        | 1                       | 5                          | 1                                                                                            | 2                        | 14                      | 5                          |

## Family background of students

Some information on the family background of the students, such as the occupations of their parents in their country of origin, has been presented in this chapter. More detailed information on family background was sought directly from a subsample of parents or guardians. A questionnaire was prepared to elicit information about the former and present occupations of parents and/or guardians, their previous education and study of English, their expectations for length of schooling and occupations for their children, and their degree of satisfaction with the child's progress at school. A copy of this parent questionnaire is included as Appendix 2.

In order to maximise the return rate for the questionnaire and to minimise possible misunderstanding by parents of the meaning of questions or the purpose of the whole questionnaire, it was decided to ask at least one parent or guardian from each family to meet with test administrators and interpreters to complete the questionnaires.

The Sydney meetings took place at the East Hills and Cabramatta Migrant Centres in August 1980 during NSW school holidays. Facilities were kindly made available by the Adult Education Centres at both migrant centres, and letters in the relevant language, explaining the purpose of the questionnaire and requesting a parent/guardian to attend the specified room in each education centre at a specified time to complete the questionnaire, were delivered to the appropriate migrant centres. At East Hills Migrant Centre, sessions were spread over two afternoons, with parents being invited to attend in groups of twenty. Each group took up to one hour to complete its questionnaires and the interpreter's assistance was frequently necessary both for clarifying questions and to assist those parents who were not literate, by asking the questions orally. Before each group commenced its questionnaire the interpreter explained the purpose of the questionnaire and the method of completion. At Cabramatta Migrant Centre a similar procedure was adopted. Because of administrative complications, fewer parents attended the session to complete the questionnaires. Consequently it was necessary to send some questionnaires to the absent parents through their children at school. It was also necessary to do this for those families not resident in the migrant centres at the time, i.e. those who had moved to private accommodation in the Cabramatta area. In some such cases, questionnaires could not be completed because of parents' literacy problems and in addition a few questionnaires were never returned by children, for unspecified reasons. The return rate in Sydney was affected by a higher-than-expected rate of movement from the East Hills Migrant Centre to addresses outside the testing area at the end of the second school term, just prior to the date for completing the questionnaire.

In Melbourne, the arrangements for completion of the questionnaire were attended to by the co-ordinator of the Contingency Program. Through the welfare officers at each of the relevant migrant centres, he arranged during August 1980 an evening meeting at each of the migrant centres and questionnaires were completed at these meetings with the assistance of the interpreters to explain the purpose of the questionnaires, to resolve any problems that arose and to administer the questionnaires orally to those parents who were illiterate. Because of a longer stay by most parents in the Melbourne migrant centres, return rates were better than for Sydney.

### *Family background sample*

Questionnaires were mostly answered by the fathers and/or mothers of the students. The numbers of students are set out in Table 3.17 for the various categories of respondents to the questionnaires.

**Table 3.17**  
**Category of respondent to questionnaire on family background**

|                                                                      | Sydney |     | Melbourne |     |
|----------------------------------------------------------------------|--------|-----|-----------|-----|
|                                                                      | N      | %   | N         | %   |
| Questionnaire                                                        |        |     |           |     |
| Answered by father                                                   | 54     | 26  | 80        | 40  |
| Answered by mother                                                   | 24     | 11  | 14        | 7   |
| Answered by father and mother                                        | 16     | 8   | 8         | 4   |
| Answered by sister and/or brother                                    | 11     | 5   | 10        | 5   |
| Answered by aunt and/or uncle                                        | 6      | 3   | 4         | 2   |
| Answered by grandmother and/or grandfather                           | —      | —   | 4         | 2   |
| Answered by guardian, not related                                    | —      | —   | —         | —   |
| Not completed because child without parents or guardian in Australia | 1      | —   | —         | —   |
| Not completed for other reasons                                      | 98     | 47  | 81        | 40  |
|                                                                      | 210    | 100 | 201       | 100 |

The percentage of the parents who were interviewed was larger for the Melbourne than for the Sydney sample, as was the percentage of fathers answering the questionnaire. On the basis of this subsample, it can be inferred that students in the Contingency Program were mostly under the care of their parents or of relatives, confirming the information presented in Table 3.13.

By excluding those students for whom parent/guardian questionnaires were not completed, it is apparent from Table 3.17 that information on family background was obtained for 111 students in the Sydney samples and 120 in the Melbourne samples, representing 53 per cent and 59 per cent, respectively, of the total numbers of students in the samples. For a study of family background, however, it was necessary to identify the number of separate families from which these students were drawn. The number of families is set out in Table 3.18 according to 'family type', which indicates the number of 10-year-old and 14-year-old children in each family interviewed attending primary and/or secondary classes within the Contingency Program; this is not necessarily the same as the number of children in that family, or even the number of children at school. V, L and K indicate the number of families originating in Vietnam, Laos and Kampuchea.

In Sydney, the sixty-five families interviewed included fifty-one Vietnamese families, thirteen Laotian families and one Kampuchean family. Fourteen of these families were in the care of guardians, eleven of whom (ten Vietnamese and one Laotian) had acted as guardians for the students for one year or more. The seventy-nine families interviewed in Melbourne consisted of sixty-seven Vietnamese families, nine Laotian families and three Kampuchean families. Guardians were responsible for thirteen of these families, eight (seven Vietnamese and one Laotian) having acted as guardians for the students for one year or more. It follows that our analysis of family background characteristics will largely reflect those of the Vietnamese and Laotian parents with children in the Contingency Program at the 10-year-old and 14-year-old age levels, and of the Vietnamese and Laotian guardians of these children.

Details of the analysis of the family background of the students are presented in Appendix 3. Since these analyses are based on only 53 per cent of the students in the Sydney sample and 59 per cent in the Melbourne sample, the information gleaned from them may not provide an accurate picture for the total sample of students. There

is some indication, in fact, that the students in the family background sample had experienced, or were reported to have experienced slightly more study of English before arrival in Australia than was the case for the total sample. A comparison of Table 3.12 with the final table in Appendix 3 shows that the percentage of students with more than six months previous study of English was 8 per cent for the Sydney primary family background sample as against 2 per cent for the total Sydney primary sample; corresponding figures were 22 per cent as against 9 per cent for the Melbourne primary sample, 24 per cent as against 14 per cent for the Sydney secondary sample and 16 per cent as against 17 per cent for the Melbourne secondary sample. On the only other features on which it was possible to make a rough comparison between the two samples, namely, the occupations of the fathers and mothers of the students in their country of origin, the occupational pattern for mothers was very similar for the two samples (cf. Table 3.7 and Appendix Table 3.2). It was also similar for the two samples in the percentage of fathers engaged in unskilled work, in skilled work, and in the professions, though more heavily weighted in the background samples in regard to the percentage of fathers engaged in their country of origin as self-employed shopkeepers or businessmen (cf. Table 3.6 and Appendix Table 3.2).

**Table 3.18**  
**Number of families completing questionnaire**

| Number of children in |                |                  | Number of families completing questionnaires |                | Number of primary and secondary sample children in these families |           |
|-----------------------|----------------|------------------|----------------------------------------------|----------------|-------------------------------------------------------------------|-----------|
| Family type           | Primary sample | Secondary sample | Sydney                                       | Melbourne      | Sydney                                                            | Melbourne |
| 1                     | 1              | 0                | 15 (15V)                                     | 17 (15V,2L)    | 15                                                                | 17        |
| 2                     | 2              | 0                | 4 (4V)                                       | 8 (7V,1K)      | 8                                                                 | 16        |
| 3                     | 1              | 1                | 8 (4V,3L,1K)                                 | 15 (13V,2L)    | 16                                                                | 30        |
| 4                     | 2              | 1                | 3 (2V,1L)                                    | 2 (2V)         | 9                                                                 | 6         |
| 5                     | 3              | 1                | —                                            | 2 (2V)         | —                                                                 | 8         |
| 6                     | 0              | 1                | 18 (15V,3L)                                  | 28 (23V,3L,2K) | 18                                                                | 28        |
| 7                     | 0              | 2                | 9 (5V,4L)                                    | 6 (4V,2L)      | 18                                                                | 12        |
| 8                     | 1              | 2                | 5 (4V,1L)                                    | —              | 15                                                                | —         |
| 9                     | 2              | 2                | 3 (2V,1L)                                    | —              | 12                                                                | —         |
| 10                    | 0              | 3                | —                                            | 1 (1V)         | —                                                                 | 3         |
|                       |                |                  | 65                                           | 79             | 111                                                               | 120       |

Remembering that the family background information was obtained for only 53 per cent of students in the Sydney sample and 59 per cent in the Melbourne sample, that these students had as a group experienced slightly more study of English before arrival in Australia than was true for the total sample, and that almost all of the families studied were from Vietnam and Laos, the main findings from this analysis of family background data were:

- The fathers of the students were drawn from a broad spectrum of occupations in their country of origin, one-third being unskilled workers, one-quarter being self-employed shopkeepers or businessmen, one-tenth being skilled workers, and from 8 per cent to 16 per cent being engaged in professions.
- The mothers of the students were mostly occupied in home duties or



dressmaking with only 7 per cent being engaged in professions.

- In general, the parents and guardians of the refugee students were not gainfully employed during the students' period of enrolment in the Contingency Program.
- In a subsample of fifty-eight of the Sydney families and sixty of the Melbourne families, about 5 per cent of the fathers and 10 per cent of the mothers of the students had no schooling at all prior to the arrival of their families in Australia:
  - about 30 per cent of fathers and 50 per cent of mothers had not completed primary schooling;
  - only 15 per cent of the fathers and 8 per cent of the mothers had completed secondary schooling or above.
- Both father and mother had studied English before arrival in Australia for less than six weeks in 50 per cent or more of the families supplying the information. In approximately only 15 per cent of these families had one or both parents studied English for one year or more.
- Among those students for whom the data were available in this subsample, more than half of the primary level students and half of the secondary level students had experienced less schooling than their Australian age counterparts.
- Over 96 per cent of the students were expected by their parents or guardians to continue with some form of post-school studies, mostly at universities or colleges of advanced education.
- About three-quarters of the girls and just below half of the boys were expected by their parents/guardians to enter professional occupations in Australia.
- According to the parents, a substantial percentage of the students in the subsample (ranging from 43 per cent to 73 per cent) had not studied English or had studied it for only one or two months before arrival in Australia. About one-quarter of the students had studied English for three to five months, and about one-eighth had studied it for more than twelve months before arrival.
- Parents/guardians expressed satisfaction with the student's school progress in Australia for more than 90 per cent of the students.

To the extent that the findings for the family subsample can be generalised to the total student sample, the data would suggest that the level of previous schooling attained by the parents of the refugee students was far below that of Australian parents of students of the same age levels. Given that a fairly substantial percentage of parents had studied English for only a very short time before arrival in Australia, they were unlikely to be able to offer much assistance in their children's study of English in the Contingency Program. Many of the students themselves had not studied English or had studied it for only one or two months before arrival in Australia. Further, given that a few students had not attended school previously, that more than half of the primary level students had had less schooling than their Australian age counterparts, and that substantial proportions of secondary students had experienced only four or five years of primary schooling in their home country, it could be reasonably concluded that a substantial proportion of the refugee students would be handicapped on entry to the regular school system not only by their deficiencies in English but by their lack of previous schooling.

Despite these evident handicaps, the parents and guardians of the students generally had high academic expectations for the post-school studies of students and high occupational aspirations for them. They also expressed a high degree of satisfaction with the school progress of the students in Australia.



## Chapter 4

### Data collection procedures

Before starting the field work for the pilot study in 1979, permission was obtained from the relevant State authorities for members of the testing team to approach schools in both New South Wales and Victoria.

Initial contact with the program in Sydney schools was made through the co-ordinator of the Contingency Program at the East Hills Migrant Reception Centre who provided detailed information on the arrival, enrolment and progress of children. He also provided information on the operation of the program in the various schools and made available the sources of statistical information which were used to determine an appropriate sampling design for the study.

Following discussions with the school counsellor attached to the program and with officers of the Liverpool Regional Office of the New South Wales Education Department, the research fellow appointed to the project made visits in late November to two primary schools and two high schools operating Contingency Program-funded classes in Sydney. Each school was visited twice. On the first visit the research fellow had discussions with teachers and aides about the operation of the program and talked to children of various ages. On the second visit, trial interviews and preliminary tests were carried out at both primary and secondary schools. These were designed to ascertain the feasibility of the test instruments in view of the varied educational backgrounds of the children and questions of the cultural appropriateness of test instruments.

In Victoria, the co-ordinator of the Contingency Program arranged for members of the research team to visit three of the intensive language centres in December 1979 to meet and talk with teachers, to observe the day-to-day operation of the program and to make preliminary arrangements for testing. Before the main testing program began in 1980, the co-ordinator addressed teachers at each of the language centres involved in the study, introduced the Melbourne testing team and explained the operation of the testing program.

#### Testing schedule

The testing schedule for the main study was drawn up to take account of the special characteristics of the population of Indo-Chinese refugee students. Refugee children who arrived in Sydney and Melbourne in school time usually enrolled in the relevant schools within a few days, but it seemed wise to allow them a little time to settle in to their new surroundings before making any attempt to assess their proficiency in English. Many in fact would have virtually no proficiency in English when they first enrolled in the schools. It was proposed therefore to obtain a first assessment of their language proficiency two weeks after their enrolment, and subsequent assessments at intervals of approximately six weeks.

The target sample sizes indicated in Chapter 3 were used as a basis to prepare the following approximate testing schedule. If the proposed sample of 200 children of  $10 \pm 1$  years were to be obtained from arrivals over a six-month period with roughly

equal numbers in New South Wales and Victoria, approximately sixteen new arrivals a month, or four a week, would need to be introduced into the sample in each of the two States. The general plan of expected enrolment is set out in Table 4.1 for the 10-year-old sample in Sydney. Groups were defined alphabetically according to the expected date of arrival/enrolment, with the approximate numbers to be aimed for in each group being aggregated over school holiday periods. If substantial proportions of students left the program after a very short period, and a larger initial sample size were not available, the testing schedule would have had to be extended over a longer period.

|                                                | 1st<br>assessment | 2nd<br>assessment | 3rd<br>assessment | 4th<br>assessment | 5th<br>assessment |
|------------------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| <i>Number of<br/>weeks after<br/>enrolment</i> | 2                 | 8                 | 14                | 20                | 26                |

Similar testing schedules for four 10-year-old children a week in Melbourne and for five 14-year-old children a week in both Sydney and Melbourne provided aggregated numbers of students expected to be available for testing each week as set out in Appendix 4. The proposed numbers of students for testing (see pp. 11–12) were derived from the table in Appendix 4. The table was also used to estimate the number of day visits by testers likely to be required each week and thus to estimate the field staff requirements.

### Plan of testing sessions

A cumulative plan of testing was drawn up to indicate the range of tests and the total time needed by students and testers at each of the five testing sessions. Estimated time for the oral interview was twenty minutes at Weeks 2 and 26 and ten minutes at Weeks 8, 14 and 20. The extra time was needed at the first interview to allow for children's unfamiliarity with the procedure and for shyness and reticence that this could induce. Extra time was allocated to the final interview in the expectation that children would be able to say more and that additional information gathering or checking might be necessary at the last session.

Dictation tests and cloze reading tests were to be administered in successive versions as the testing program proceeded. This was to accommodate expected increases in the quantity and complexity of children's language in proportion to their length of stay in the program. It was envisaged that a parallel version of each cloze and dictation passage would be needed for the third occasion when a child attempted a test at a particular level so as to avoid a practice effect. That is, Dictation Level A Form 1 would be given at Weeks 2 and 8, while the parallel version, Level A Form 2, would be given at Week 14, and so on. From Week 8 onwards at least two, and sometimes three, cloze and dictation passages of increasing complexity would be given to ensure that children were extended through the full range of their acquired language.

- An essay task was to be given to secondary students with appropriate English proficiency at Weeks 2, 14 and 26. On each occasion twenty minutes was allowed for this task.

Table 4.1

Approximate numbers of 10-year-old refugee children in Sydney schools to be tested each week in 1980, commencing 17 March 1980

|                                                                                                                                                                                                      |                                       | <i>Approximate numbers to be tested in 1980, weeks commencing</i> |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------|-----------------------|----------------------|-----------------------|----------------|----------------|----------------------|-----------------------|----------------------|-----------------------|----------------|----------------|----------------|-----------------|----------------|-----------------|----------------|----------------|
|                                                                                                                                                                                                      |                                       | 17.3                                                              | 24.3                  | 31.3                 | 7.4                   | 14.4           | 21.4           | 28.4                 | 19.5                  | 26.5                 | 2.6                   | 9.6            | 16.6           | 23.6           | 30.6            | 7.7            | 14.7            | 21.7           | 28.7           |
|                                                                                                                                                                                                      |                                       | A4                                                                | B4                    | C4                   | D4                    | E4             | F4             | G4<br>A4             | H12<br>B4             | I4<br>C4             | J4<br>D4              | K4<br>E4       | L4<br>F4       | M4<br>G4<br>A4 | N4<br>H12<br>B4 | O4<br>I4<br>C4 | P4<br>J4<br>D4  | Q4<br>K4<br>E4 | R4<br>L4<br>F4 |
| Number of students to be tested a week                                                                                                                                                               |                                       | 4                                                                 | 4                     | 4                    | 4                     | 4              | 4              | 8                    | 16                    | 8                    | 8                     | 8              | 8              | 12             | 20              | 12             | 12              | 12             | 12             |
| Number of day visits by tester(s) a week                                                                                                                                                             |                                       | 1                                                                 | 1                     | 1                    | 1                     | 1              | 1              | 2                    | 4                     | 2                    | 2                     | 2              | 2              | 3              | 5               | 3              | 3               | 3              | 3              |
|                                                                                                                                                                                                      |                                       | <i>Approximate numbers to be tested in 1980, weeks commencing</i> |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |
|                                                                                                                                                                                                      |                                       | 4.8                                                               | 11.8                  | 18.8                 | 8.9                   | 15.9           | 22.9           | 29.9                 | 6.10                  | 13.10                | 20.10                 | 27.10          | 3.11           | 10.11          | 17.11           | 24.11          | 1.12            | 8.12           |                |
|                                                                                                                                                                                                      |                                       | S4<br>M4<br>G4<br>A4                                              | T4<br>N4<br>H12<br>B4 | U4<br>O4<br>I4<br>C4 | V12<br>P4<br>J4<br>D4 | Q4<br>K4<br>E4 | R4<br>L4<br>F4 | S4<br>M4<br>G4<br>A4 | T4<br>N4<br>H12<br>B4 | U4<br>O4<br>I4<br>C4 | V12<br>P4<br>J4<br>D4 | Q4<br>K4<br>E4 | R4<br>L4<br>F4 | S4<br>M4<br>G4 | T4<br>N4<br>H12 | U4<br>O4<br>I4 | V12<br>P4<br>J4 |                |                |
| Number of students to be tested a week                                                                                                                                                               |                                       | 16                                                                | 24                    | 16                   | 24                    | 12             | 12             | 16                   | 24                    | 16                   | 24                    | 12             | 12             | 12             | 20              | 12             | 20              |                |                |
| Number of day visits by tester(s) a week                                                                                                                                                             |                                       | 4                                                                 | 6                     | 4                    | 6                     | 3              | 3              | 4                    | 6                     | 4                    | 6                     | 3              | 4              | 3              | 5               | 3              | 5               |                |                |
| Group identification: Arrive week commencing: A3.3.80, B10.3, C17.3, D24.3, E31.3, F7.4, G14.4, H21.4, I28.4, J5.5, K12.5, L19.5, M26.5, N2.6, O9.6, P16.6, Q23.6, R30.6, S7.7, T14.7, U21.7, V28.7. |                                       |                                                                   |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |
| Expected numbers of cases for which data available                                                                                                                                                   |                                       |                                                                   |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |
| For 26-week period                                                                                                                                                                                   | A + B + C + D + E + F + G + H + I + J | = 48                                                              |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |
| For 20-week period                                                                                                                                                                                   | 48 + K + L + M + N + O + P            | = 72                                                              |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |
| For 14-week period                                                                                                                                                                                   | 72 + Q + R + S + T + U + V            | = 104                                                             |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |
| For 8-week period                                                                                                                                                                                    |                                       | = 104                                                             |                       |                      |                       |                |                |                      |                       |                      |                       |                |                |                |                 |                |                 |                |                |

At Weeks 8 and 20, the interpreter was to administer a student questionnaire by oral interview in the student's native language. This was expected to take fifteen minutes at each session.

At Week 26, sections of ACER literacy and numeracy tests were to be administered to primary and secondary students. Thirty-five minutes were allocated to the complete number tests (10N and 14N) and twenty minutes to the literacy tests (10R, items 1-17, and 14R, items 1-19). These times were based on those indicated in the instructions which accompanied the tests, plus five minutes for test instructions.

The plan of testing is summarised in Table 4.2, which sets out the week and length of time of administration for tests as well as indicating the test situation (small group or individual testing) and the expected total test time on each occasion for each student, tester and interpreter. After the testing program commenced, it was necessary to modify the administration order for cloze and dictation passages to take account of the test difficulty information which a preliminary test equating study provided. An additional task was added at Week 14 to provide information on basic number skills during the program. This was a ten-item, ten-minute, non-verbal test of computational skills.

### **Personnel involved in testing**

In Sydney a full-time research fellow was appointed to the project in October 1979 to develop test instruments and carry out observations for the preliminary phase of the evaluation. Once testing began in the main study, a part-time research assistant was appointed in Sydney to help with testing in schools. The research fellow spent a maximum of three days a week in schools and any additional testing that was necessary was carried out by the research assistant.

In Melbourne a full-time research assistant carried out the necessary testing from March to May 1980. The testing was continued by another full-time research assistant from May to December 1980, aided by a part-time research assistant for an average of twenty hours a week to provide clerical aid and to help administer tests. All four testers had extensive experience as ESL teachers and had worked with recently arrived refugee and/or migrant students.

It was essential that interpreters be made available to the testing team, to explain the purpose and procedure for testing to students, to translate questionnaires, to write letters of information to parents and to administer student questionnaires in the relevant ethnic languages. Full-time interpreters for Chinese and Vietnamese were appointed in Sydney and Melbourne and funded through the Contingency Program in the relevant State education department. The Melbourne interpreter was seconded from his position as an ethnic aide at an intensive language centre. The Sydney interpreter was appointed from outside the Contingency Program. In addition, part-time interpreters were needed for work with Lao, Kampuchean and Hmong speakers. In Melbourne, interpreting for these languages was carried out by ethnic aides in the language centres as necessary. In Sydney, ethnic aides in the schools provided some assistance, though a regular part-time Lao interpreter was funded through the Contingency Program and used for approximately twenty days during the testing phase of the evaluation. Initially there was some difficulty in obtaining adequate Kampuchean and Hmong interpreters. After July, adequate help for the Kampucheans was available but no Hmong speaker was available; hence the testing program with Hmong children had to be curtailed. Most of these children could understand limited amounts of Lao, in which language the test instructions were

Table 4.2

Plan of testing session for each age group in Sydney and Melbourne

| Test                                                                                 | Week 2                     | Week 8                                                   | Week 14                                                  | Week 20                                                  | Week 26                                                  |
|--------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| Interview (individual; to include form filling)                                      | 20 mins per child          | 10 mins per child                                        | 10 mins per child                                        | 10 mins per child                                        | 20 mins per child                                        |
| Dictation (small group)                                                              | Level A, Fm<br>1 (15 mins) | Level A, Fm<br>1 (15 mins)<br>Level B, Fm<br>1 (15 mins) | Level A, Fm<br>2 (15 mins)<br>Level B, Fm<br>1 (15 mins) | Level B, Fm<br>2 (15 mins)<br>Level C, Fm<br>1 (15 mins) | Level C, Fm<br>1 (15 mins)<br>Level C, Fm<br>2 (15 mins) |
| Cloze test (small group)                                                             | Level X, Fm<br>1 (15 mins) | Level X, Fm<br>1 (15 mins)<br>Level Y, Fm<br>1 (15 mins) | Level X, Fm<br>2 (15 mins)<br>Level Y, Fm<br>1 (15 mins) | Level Y, Fm<br>2 (15 mins)<br>Level Z, Fm<br>1 (15 mins) | Level Z, Fm<br>1 (15 mins)<br>Level Z, Fm<br>2 (15 mins) |
| Essay (small group)                                                                  | 20 mins (where applicable) |                                                          | 20 mins                                                  |                                                          | 20 mins                                                  |
| School adjustment interview by interpreter (individual)                              |                            | 15 mins per child                                        |                                                          | 15 mins per child                                        |                                                          |
| Selected tests from literacy and numeracy batteries in ACER 1975 study (small group) |                            |                                                          |                                                          |                                                          | Lit. 20 mins<br>Num. 35 mins                             |
| Total testing time (a) for a 4-person group:                                         |                            |                                                          |                                                          |                                                          |                                                          |
| (i) child                                                                            | 1 hr 25 mins               | 1 hr 45 mins                                             | 1 hr 30 mins                                             | 1 hr 45 mins                                             | 2 hr 55 mins                                             |
| (ii) interviewer/ tester                                                             | 2 hrs 25 mins              | 2 hrs                                                    | 2 hrs 25 mins                                            | 2 hrs                                                    | 3 hrs 55 mins                                            |
| (iii) interpreter (maximum)                                                          | 2 hrs 25 mins              | 3 hrs                                                    | 2 hrs 25 mins                                            | 3 hrs                                                    | 3 hrs 55 mins                                            |

(a) Including 5 minutes administration time per test.

given, but more complex tasks could not be understood in Lao (e.g. student questionnaires) and these were therefore not administered to Hmong speakers.

### Conditions under which students were tested

To provide individuals with some emotional support, students were generally tested in small groups of three to eight students. One student would be interviewed while other students carried out written work, usually under the direct supervision of the interpreter. At Week 8, students were interviewed individually by the interpreter in the administration of the student questionnaire. On some occasions it was convenient to administer cloze tests and interviews to small groups of two to four students at a time and bring together two or three of these groups to do dictation and listening tests. Occasionally there was only one student to be tested on a particular day. This did not occur in Week 2 tests, so it was only in subsequent test sessions that an individual might have to take tests alone, by which stage he/she was familiar with test procedure and personnel. The order of testing varied with the number of children at each stage of the program to be tested. Where children from Weeks 2, 8, 14 and 20 were tested at one centre on one day, groups were formed of those doing the same dictation passages. Where no Week 2 students were involved some dictation passages were often given first in the day's testing program, so that students did not have to do two or three passages in a row. This was only possible if it had been established that all students could manage the task satisfactorily. The more usual pattern was for students to take dictation after one or two members of a group had completed individual written tasks (cloze, form, essay) so that no one was sitting with nothing to do while others who began later finished their tests.

Interviews were carried out between cloze passages (i.e. students would complete a particular cloze passage, be interviewed and return to their seats to do their next cloze passage). Students took normal recess breaks, though, if necessary, recess was delayed until cloze passages had been completed, to avoid the risk of collaborative efforts. Test papers and explanations were initially issued by the research member of the team, in conjunction with the interpreting of instructions and procedures in ethnic languages. When students were tested after Week 2, more of the distribution of tests and the supervision of students could be carried out by the interpreter, who also checked to see that students were applying instructions appropriately. Generally, interviews were conducted in a large discussion room at the same time as the cloze passages were done by students, working at a separate table. Where a separate room was available (e.g. in libraries) students would do written work there. It was regarded as reassuring for students to see the interview procedure in operation though care was taken that they would not hear the actual conversation and that the student being interviewed did not face his/her fellow students during the procedure. This removed any unwanted self-consciousness that may have occurred if students felt they were being watched.

Because of the limited English proficiency of many students, the need to create genuine communication in oral interviews, and the natural anxiety levels of students, attempts were made to reduce formality in the testing. Students were, however, carefully supervised to avoid collaboration in tests. To avoid intimidating students and to avoid any practice effect that might come from listening to others being interviewed, the interviews were conducted with an appropriate degree of privacy.

Occasionally, a full test program could not be completed in one day. In this case, testing was completed within the ensuing week. The essay task and a dictation passage were sometimes held over in this way.



## **Extent of co-operation**

In Sydney, schools gave extensive co-operation to the testing team by providing quiet rooms for testing. In secondary schools, discussion rooms in the school libraries proved to be ideal settings for testing, offering a quiet atmosphere for tape recording and space for groups to carry out written tests. In primary schools, testing was frequently carried out in school libraries. On other occasions, staff offices, staff rooms and vacant classrooms were used. In Melbourne, offices, staff rooms and vacant classrooms were used when available in the intensive language centres.

Staff in both Sydney and Melbourne went out of their way to meet the needs of the testing team. Teachers willingly endured repeated interruptions to lessons while students were withdrawn for testing. Many teachers made special efforts to avoid scheduling events that could delay testing, such as excursions, and to consult with the testing team regarding proposed interruptions to the students' normal timetable.

## **Collection of data from teachers, principals and ethnic aides**

Information about students and about the operation of the Contingency Program was also sought by questionnaires from teachers, principals and ethnic aides. Teachers at schools/centres where testing was proceeding offered valuable suggestions on the content and format of questionnaires before the final versions were prepared.

During the test program, teachers were asked to complete an 'Adjustment Appraisal Questionnaire' for students in their classes who were tested at Week 8 and Week 20. These were handed to teachers on the day that students were tested and returned by hand the following week. Because many new arrivals initially were placed with the same two or three teachers in centres, this put quite a burden on those teachers who inevitably were asked to complete more questionnaires, at least at Week 8, than their colleagues working with children who had been in the program longer and were more advanced in their level of English. Because children in both Melbourne and Sydney progressed through classes at different levels as their English developed and because of the continual need to make way for more recent arrivals at the lower level, it was uncommon for questionnaires to be completed by the same teacher at Week 8 and Week 20, thus limiting the teacher's ability to comment on progress by the child.

In November 1980, questionnaires were posted to almost all teachers aides, principals and/or teachers-in-charge involved in the operation of the Contingency Program throughout Australia. These are referred to in this report as the Teacher Questionnaire, the Ethnic Aide Questionnaire and the Principal's Questionnaire. Stamped addressed envelopes were included for their return. A similar procedure was followed for the distribution of approximately thirty questionnaires in Victoria and in New South Wales to principals of schools where significant numbers of refugee children enrolled on leaving the Contingency Program. The Questionnaire to Principals of Schools Receiving South-East Asian Refugee Children (Appendix 21) is referred to in this report as the Receiving Schools Questionnaire.

## **Collection of data from parents**

Information on the family background of the students, including such aspects as the education and former and present occupation of parents/guardians, was obtained

through questionnaires from those parents/guardians who could be contacted at a particular time. Details of the procedures used to collect these data have already been presented in Chapter 3.

### **Collection of data in follow-up study**

During the course of the study, it was decided on the advice of the Steering Committee to locate in 1981 as many as possible of the students who remained in the program until Week 20 or Week 26, and who had transferred to the larger primary and secondary schools in Sydney and Melbourne known to be receiving reasonable numbers of South-East Asian refugee students. Twenty-eight of the students were located in Sydney and fifty-five in Melbourne. The oral interview was again carried out with each student. In addition, the ACER Reading Tests (10R/14R) and Numeracy Tests (10N/14N) were administered to the students, and a further essay-writing test to the secondary students only. Modified forms of the Adjustment Appraisalment Questionnaire were completed for most of the students by their teachers.

This testing was carried out in Sydney by the research fellow in April-May 1981. In Melbourne, the testing was conducted by an officer from the Child Migrant Section of the Victorian Department of Education in June-July 1981.

## Chapter 5

### Acquiring proficiency in English

The main goal of the intensive English language classes operating under the Contingency Program was the development of proficiency in English to the point where a smooth transition to the normal school system, which included some English as a Second Language (ESL) programs, became possible. The approach to the evaluation of the language component of the program was defined in terms of this main goal.

#### ISSUES IN THE ASSESSMENT OF ENGLISH PROFICIENCY

##### Nature of the language to be assessed

###### *Identifying the target language*

The focus was on the language situations students would encounter in mainstream Australian schools and it was consequently decided by the Steering Committee for the project that information should be sought primarily on the development of the use of English in a school context. While the use of English in contexts other than the school was seen as vitally important in the total language development of the student, such contexts were considered to be less relevant to the evaluation study.

Testing had to concern itself with proficiency in both oral and written modes of English, to take account of previous exposure to English which some students would have had. It was considered likely, at least in the early test sessions, that performance in written tasks would exceed that in oral tasks for those students who had studied English as a foreign language in their country of origin. In addition, written English was seen as a major element of language use in the school.

###### *Approach to language testing*

In recent years, the emphasis in language testing has moved to tests which approximate communicative tasks as closely as possible, such as carrying out oral instructions and completing a group task requiring discussion in English. Such tasks are not generally usable in any large scale evaluation of language development, however, because of the administrative difficulties they entail.

Apart from using observational measures of children functioning in a variety of classes, it is difficult to obtain realistic measures of a child's ability to cope with the language of the classroom. Given the concern in the evaluation with a large sample who could not be followed up on this basis, it was more appropriate to locate an instrument which incorporated some representative language functions and to measure the student's performance in oral communication, from which inferences could be drawn about his/her performance in the classroom, where English would be the medium of instruction.

The development of both oral and written English in formal and informal registers was considered in terms of both receptive and productive skills. Consideration was given to the main functions involved in teacher-talk and student-talk. In the classroom, students need to be able to understand teacher-talk and student-talk, to talk to the teacher and to other children individually or in groups to read various samples of language and to write in various styles with a range of purposes.

### *Functions of classroom language*

Table 5.1 outlines the broad types of language functions which were taken into account in the process of devising appropriate measures of oral English.

**Table 5.1**  
**Sample functions of classroom language: oral**

| Initiator |   | Audience           | Example of language functions |
|-----------|---|--------------------|-------------------------------|
| Teacher → | → | Individual student | To ask/answer questions       |
|           | → | or                 | To give instructions          |
| Teacher → | → | Small group        | To explain                    |
|           | → | or                 | To define terms               |
| Teacher → | → | Whole class        | To interpret meaning          |
|           | → |                    | To expand ideas               |
| Teacher → | → |                    | To reprimand                  |
|           | → |                    | To negotiate class procedure  |
| Student → | → | Teacher and/or     | To supply information         |
|           | → | individual student | To seek information           |
| Student → | → | or                 | To ask for help               |
|           | → | Small group        | To interrupt                  |
| Student → | → | or                 | To describe                   |
|           | → | Whole class        | To plan activities            |
| Student → | → |                    | To tell jokes                 |
|           | → |                    | To explain                    |

Note: Arrows indicate who is the addressee in any given language exchange.

It was recognised that this table presents a simplified view of some classroom language functions, and that it misrepresents the real language situation to the extent that the functions do not all reflect the same degree of complexity. Nevertheless, it provided a convenient guide to language functions which could be assessed in oral interviews.

English-speaking students in the regular school systems also use English extensively for a whole range of out-of-class purposes at school. A major purpose of this use is to develop and maintain personal relationships. This purpose could involve a wide spectrum of oral language functions, many of which would overlap with functions found in the classroom (e.g. using language to explain, to inform, to seek information, to reprimand). While some measure of the development of

'playground English' would have been useful, the difficulty of obtaining reliable data and the time required made this impracticable. Further, only the Sydney sample could use English to communicate with mainstream school students in the course of their daily routine at school.

In considering written language a range of reading and writing tasks common to classrooms was identified. Students' reading materials would include textbooks, works of non-fiction, readers and other works of fiction, newspapers, material on blackboards, signs and notices and class worksheets. Their writing tasks would cover copying from books, journals and blackboards, taking dictation, taking notes from textbooks, writing summaries of various forms of printed materials, taking notes from oral sources, (e.g. teacher-talk, tapes) producing spontaneous writing such as that found in narrative, descriptive, reflective and expository compositions or essays, letters and reports. Not all of these tasks would be relevant to all students and many would not have a high priority at the initial stages of learning English. All could be found, however, in some of the mainstream classes to which students in the Contingency Program would ultimately move.

In summary, the testing of the English language development of students in the Contingency Program was conceived not so much in terms of a finite list of skills or structures to be mastered before entering the mainstream but more in terms of the language skills needed to interact with teachers that non-Contingency Program peers in the mainstream could display and use effectively. A certain minimum level of operation would thus be necessary for successful transfer to a mainstream class. At the very least, this would include understanding the teacher's basic spoken questions and instructions, so as to be able to participate even minimally in lessons and to be able to reply to basic requests for information relating to both personal background and activities of immediate relevance in the school context. In the development of basic literacy skills, it would include the ability to perform representative but simple reading tasks and to carry out writing tasks which could act as indicators of likely levels of performance in more complex tasks involving written English such as expository essays.

## **Cultural background of students**

Given the nature of this study, there was a clear obligation to prepare tests which were accessible to the learner from a very different cultural background if an adequate measure of language performance was to be obtained. Questions of test form and test content had therefore to be carefully considered.

The more contextualised the testing procedure, the greater the risk there is of cultural bias distorting the result. A test which consists of multiple-choice grammatical items to be selected for a series of isolated sentences (e.g. the boy is/are sick) is less prone to cultural bias than a test where culture-specific behaviour is involved, such as a group-interaction speaking task. Also, participation in a group activity could well run counter to a student's social expectations. For some Chinese students, for instance, their culture's socialisation rules may endorse single-sex group activities in the classroom but would lead adolescents to avoid opposite-sex group activities. Even the language task itself may be conceived by the students in terms different from those of the designer of the test. What is the normal organisation of ideas in expository writing in English (generally in inductive-deductive process) may be quite alien to the pattern of organisation for presenting a written argument in other cultures (Kaplan 1980).

In selecting the content of language tasks, allowance has to be made for the

different perceptions which cultural conditioning may produce. Topics of conversation which could be highly successful with Australian children (e.g. 'When I leave school') can produce a blank response from some Chinese students, who, when pushed, may say 'That is for the future to decide', implying that for them this is not a real question since they must wait and see what happens. To get this type of information from them, a different question must be asked, for example 'What sort of work are you interested in?/is interesting?'.

In addition, any visual stimulus can carry within it a cultural load which is closed to the student from outside the culture. An illustration of a kitchen scene in an Australian home would be a practical device to use with Australian children who could talk easily of what the scene depicts and relate it to their own homes. For recently arrived Indo-Chinese students who may never have entered an Australian home and who may not read Australian magazines, such a scene could be very obscure, containing gadgets, processes and articles that go unrecognised by someone from a different ethnic background.

The way in which a task is performed may also reflect cultural norms and influence tests results. Rather than make spelling errors in their written work, many Indo-Chinese students may not attempt an item in a test or may omit words and phrases in writing tasks. If spelling is not a crucial feature of the task, a poor speller or an extremely meticulous student may penalise himself/herself in comparison with a westernised student by omitting items when unsure of spelling. When speaking, the Indo-Chinese student's 'yes' in response to a question may well mean 'Yes, I understand the question' rather than 'The answer to your question is yes'.

Two effects of cultural bias were considered in designing the language tasks for this study. The first was a non-response from students who would not understand a test item because of a culturally inaccessible factor; the second effect was an inappropriate response because of a misunderstanding of a cultural clue. It is the second effect which is of importance to the teacher and tester since it has the diagnostic function of identifying a problem area and its source. The first type causes a disjunction in communication but its source cannot be tapped because there is no response to work from. In the context of refugee children settling in to life and school in Australia, it was considered that there was a case for deliberately including cultural bias of the second kind so as to reflect how far students were coping with and responding to the norms of the society they were entering.

## Special characteristics of students

The rather unusual recent experiences and the present situations of the students had to be taken into account in designing an appropriate language-testing program.

Many students had experienced long interruptions in their schooling both before and after leaving their home country. Some children of secondary age had never attended school. It was expected that the test sample would include children who were not literate in their own language, let alone in English. Particular difficulties were foreseen for those who were literate only in a language using a non-roman script (e.g. Lao, Mandarin), as they would have to modify their approach to reading and writing in learning to use roman script.

When testing commenced for each student he/she had been attending classes for two weeks and in most cases had been in Australia less than one month. Levels of English proficiency were expected to range from negligible to reasonably proficient. Some students would have previously studied English, primarily written English. There were expected to be relatively few students who had regularly used spoken



English outside the classroom prior to coming to Australia. It was envisaged that while they remained in the migrant reception centre, there would be little need for oral communication in English. Finally it was considered that because of the tonal systems in their languages, Indo-Chinese students may be slower than speakers from non-tonal language backgrounds of English to master the stress and intonation patterns, thus retarding their communicative effectiveness.

On the affective side, virtually all students had experienced a degree of trauma in leaving their country of origin, while some had experienced extremes of loss, fear and violence. The disruption of family life and the fragmentation of many families, with members scattered throughout the world, could be a further source of stress and anxiety. It was essential that the language-testing program should not exacerbate this stress.

In addition, language measures needed to take account of the current situation of the children participating in the program. The group consisted of recently arrived children most of whom lived in migrant reception centres. Only a few lived in flats or houses in proximity to the classes they attended. Many of those in reception centres were bused directly from the centre to school and thus did not encounter aspects of the language or culture which their peers in the community encountered daily. The remainder of the students (including most of the Victorian sample) attended special classes conducted in, or very near, the centres.

## **SELECTION OF MEASURES OF ENGLISH PROFICIENCY**

Language-testing theory currently emphasises the value of performance-oriented tests, of tests which incorporate measures of communicative effectiveness. The focus is on the learner's use of language rather than his/her knowledge of it. This view of testing proved particularly relevant to the evaluation of the English language development of recently arrived refugee children studying in a program where the goal was the ability to operate in the English-speaking environment of a mainstream Australian school.

There has also been a move in language testing from discrete-item tests to integrative skills tests. Discrete-item tests imply that language consists of a finite set of structural items, the mastery of which constitutes knowing a language. An integrative skills test assumes that language is a communicative system and that knowledge of a language includes appropriate use of that language. Such tests incorporate the analysis and synthesis of sequences of linguistic elements. Discrete-item tests are appropriate for providing finely detailed diagnostic information, which makes them useful to the classroom teacher. They do not, however, supply much information on overall levels of achievement in language use. For this reason and because of the characteristics of the population to be tested, integrative skills tests seemed the most useful instruments in the current study.

### **Measures of oral English**

For the oral component of the evaluation a measure was sought which would tap aspects of natural language use in genuine communication while incorporating some of the functions of classroom language.

#### *Selection of oral English tests*

Several approaches to the testing of oral English were considered in the pilot phase of the study. As it was essential to carry out testing in a way which was not intimidating

to students, as the amount and kind of language produced under stress may not represent their real level of proficiency, group interaction sessions and sessions involving pairs of students were tried. It was apparent, however, that any loosely structured group test of this nature would present insurmountable problems for raters in identifying speakers and rating their individual performance. A further approach with visual stimuli, in which, for instance, one student would ask another student for a particular card from a set with various shapes and items, proved to be both too time consuming and too limiting in scope.

When they first joined the intensive language classes, most of the students' interaction in English occurred with their teachers rather than with other students in the classroom. Signs of earliest development in English might therefore be more readily identified in a teacher-student or adult-student interaction. While the research team might be seen in the teacher role in this context, some students might well have experienced stress in being asked to interact in English with an adult stranger, in an isolated test context. The decision was therefore taken that although oral testing would be done on an individual basis, students would attend test sessions in small groups. In addition, interpreters for the various ethnic languages would be used to explain the purpose and process of testing and to allay any fears students might have about the procedure. To avoid intimidating the students, it was necessary for the one tester to operate with each student and the decision was therefore taken to record on tape the oral language generated in the test, which would then be available for rating by two experienced raters.

In the pilot phase, several approaches were explored. Despite initial reservations about face-to-face interaction being overwhelming for reticent students, it was found that most students overcame shyness when formality was reduced. Tests which were explored included various ways of using pictures, most of which were ruled out by the negative cultural bias, which was particularly strong for recently arrived refugee children. For example, a test which asked students to give instructions for following a simplified street plan was unacceptable because many students did not understand the conventions of mapping which were included in the test. More exotic oral tests involving role play proved too complex to administer, especially to those at the very early stages of learning English.

It emerged that the most practical and suitable test for the study was an informal oral interview/conversation whose aim was to obtain a representative sample of the student's oral English. This test had the advantages of flexibility in format, suitability for both primary and secondary children, and uncomplicated administration. In addition it was repeatable at intervals, could be used with students at all levels of English and could be extended or abbreviated. The pilot tests showed that students quickly overcome self-consciousness induced by the cassette player. Some took longer to overcome reticence in oral communication but most were co-operative and eager to please. An additional elicitation procedure which involved the use of pictures, picture sequences and cartoons with students who found face-to-face communication difficult was also included. As the use of such devices could result in a false sense of the students' level of English by removing the pressure of conversational interaction, elicited speech was used only as a back-up to spontaneous conversation.

The interview/conversation involved the students in many of the functions used in individualised work in class (e.g. responding to requests for personal information, describing, explaining, asking questions). The role of the interviewer was akin to that of a teacher in a one-to-one teaching position, and, indeed, many students assumed the testers to be teachers. Thus it was relatively easy to simulate the teacher-student relationship found in the classroom. What could not be directly assessed was the

student's response to whole class instructions and comments, so a simple listening test incorporating instructions for classroom tasks was added. This was a test which was developed by the Australian Council for Educational Research for a study of oracy in Australian schools in 1978.

Five items from this listening test, which involved the students in listening to oral instructions given in English and then carrying out the required simple tasks on the test sheet, were administered to both primary and secondary students at Week 8 and repeated at Week 20. The actual items are set out below (see page 59).

The test was administered to students individually or in small groups. The preliminary instructions for completing the tests were given by interpreters in the appropriate ethnic language; the interpreters told the students that they would hear each instruction twice, that they should then draw the appropriate line or shape on the page or do any necessary writing, and that if they did not understand the item they should omit it.

A record was kept of whether students completed each item correctly or incorrectly and whether they attempted each item, so that their performance could be compared with that of Australian school students of similar age levels established in the ACER survey of oracy in 1978 (Bourke et al 1980).

#### *Administration of the oral interview/conversation*

The interview was broadly guided by questions relating to three stages, called Stages 1, 2 and 3. The sequence of questions in each stage was varied according to the students' responses and frequently Stages 2 and 3 were omitted for students with a minimal grasp of English. On each test occasion, students were taken through the three stages of the interview, provided their initial response in Stage 1 suggested they would be able to respond to Stages 2 and 3.

At the first interview at Week 2, information in response to all questions in Stage 1 was sought in English or, if necessary, in the student's first language by the interpreter. In subsequent interviews, students were asked only their name (for tape identification purposes) and their age and address (as these may have changed since the previous interview). Other questions were used as a lead in to Stage 2, on the basis of the student's responses and level of English. Given the prime aim of recording as much student-talk on the tape as possible, student responsiveness determined the order of approach in each case. To measure oral proficiency meaningfully an act of genuine communication had to occur. As far as possible, questions to which answers had already been provided were avoided and students were called on to supply their interlocutor with new information, except in Stage 1 of the interview.

#### *Interview — Stage 1*

In Stage 1, a series of questions seeking personal information was asked. In most cases the interviewer had provisional answers to these questions but their reliability was suspect because they had usually been obtained when the students first arrived in Australia and thus may have reflected the stress of that situation and their preconceptions about appropriate answers. Consequently, this stage of the interview had a 'checking information' function which supplemented the usual 'seeking information' function that prompts questions about personal background. Also, some of these personal questions were likely to generate an answer from even the newest arrivals, since most students, after two weeks in school in Australia, had mastered at least a formulaic response to 'What's your name?' ('My name is X') and 'How old are you?' ('I am Y years old'). As students could generally answer these questions, they usually relaxed a little once they

had responded to the initial questions. Conditions for genuine and relaxed communication were sought as it is under such conditions that language fully representative of the speaker's proficiency level is most likely to emerge.

#### *Procedures for the interview — Stage 1*

Below is the list of questions which were prepared for use with primary and secondary students in Stage 1. Additional ways of seeking the same information were used if necessary.

1. What's your name?
2. How old are you?  
Are you 9/10/11; 12/13/14?
3. Where do you live? Where is your flat? What's your address?  
Do you live at the hostel?
4. When is your birthday? When were you born? What is your date of birth?  
Is your birthday in X (name of month)?
5. Where do you come from?  
Do you come from Vietnam/Laos/Kampuchea etc.?  
Are you from Vietnam/Laos/Kampuchea etc.?
6. What language(s) do you speak at home?  
Do you speak Chinese/Vietnamese/Lao etc. at home?
7. When did you come to Australia/Sydney/Melbourne?  
Did you come to Australia (in X (name of month)?)  
(this month/year?)  
(last month/year?)
8. What people live in your house?  
Is your family in Australia?  
Do you live with your mother/father/brother etc.?

These questions were not presented strictly in the order of the list. If students volunteered information on a related topic, then this topic was pursued. If students seemed uncomfortable or very reticent on a topic, this was abandoned. With more advanced students, Stage 1 and Stage 2 merged together so that responses to the question 'What people are in your family?' could lead to a conversation about what each member liked to do and where they lived. In summary, then, the questions set out in the list were to act as guidelines for the interviewer and as a settling-down sequence for students. They were not seen as a rigid program to be adhered to at all costs.

The list of Stage 1 questions included a range of alternatives for obtaining the same piece of information (e.g. 'How old are you?' 'Are you X years old?'). The first version of each question presented a form commonly used by native speakers seeking information. The other versions were alternative forms of asking the same questions. The alternatives were necessary to allow for the possibility that students had learnt a particular form of a question other than that used initially by the interviewer. Additionally the standard first version was often not the most simple form of the question. A student unable to answer the what/where/when (wh...) form of a question may well be able to respond to the simpler inversion type question. For example, 'Where do you live?' requires that students recognise the function of 'where' as a question word denoting place and requiring a place name as answer. The question 'Do you live in the hostel?' requires only 'yes' or 'no' in response to recognition of the word 'hostel'. The type of questions to which students could respond could therefore act as an indicator of their level of English. Failure to respond to a wh... question followed by response to the yes/no version could indicate a fairly minimal level. The

interviewer could establish if this were so by posing additional questions. An appropriate response to the *wh...* form could not, however, in itself indicate level of proficiency in English because students frequently learnt both question and answer as formulaic chunks whose component parts they could not manipulate in other contexts.

### *Interview — Stage 2*

The purpose of this stage of the interview was to extend the students' English to its maximum point by encouraging students to respond to questions on a variety of subjects, once their interest in a topic had been ascertained by such questions as 'Do you like sport?'. At this stage yes/no questions were avoided in favour of the *wh...* questions which required longer responses. If no topic for discussion grew naturally out of Stage 1 of the interview, the approach adopted in Stage 2 was firstly to present broad, general cues to the students (see (a) below), and if they were unable to respond to these, to present more specific questions (see (b) below). Students were asked questions relating primarily to their school and home life. The following list indicates areas of discussion and sample questions that were originally mapped out for use in the interview. In practice the subject matter varied with the level of English and the range of interest of the students.

#### 1. Self and family

(a) Tell me about yourself.  
Tell me about your family.

(b) What does your family do on weekends?  
What do you like to do on Saturday?  
What school does your sister go to?  
What games do you like playing?

#### 2. School

(a) Tell me about this school/your class/your teacher.  
What do you think about school in Australia?  
Tell me about school in Vietnam/Laos.

(b) Who is your teacher? What do you do in class?  
What do you like best in your English lessons? Why?  
What did you do yesterday in your class?

#### 3. After-school activities

(a) Tell me about the hostel.  
Tell me what you do after school.  
Tell me what you do on Sundays.

(b) What do you do at the hostel?  
What did you do yesterday?  
Where have you been in Sydney/Melbourne? How did you get there?  
Do you like TV? What did you see last night? What happened (in that program)?  
Do you read books? Can you tell me the story?

An additional component of Stage 2 was the opportunity for students to question the interviewer on personal and other matters. This could function to satisfy the student's curiosity and to further relax the situation. Of course, not all students took up the offer to seek information.

### *Interview — Stage 3*

To provide students with further opportunities to give more extended responses or explanations, they were asked in Stage 3 of the interview to talk about pictures they were shown or materials they supplied. Pictures of familiar scenes and activities might afford the only opportunity for less proficient students to display



their admittedly limited English. Attempts were made to move the resulting English beyond a merely static, dull, repetitive, descriptive format to incorporate other types of language, such as narrative and explanatory language. The types of questions asked about pictures varied with the student's level of English. At the lowest levels they were asked to say, for example, what people were doing and where objects were. At higher levels they would be asked such questions as why people were doing particular things and how objects were used. They would also be asked to justify their opinions on pictorial material, to explain how situations depicted in materials had arisen and to relate such situations to their own experience.

The types of material used for elicited speech used in Stage 3 of the interview are listed in Appendix 5.

#### *Rating the oral interview*

Oral interviews were rated on a speaking-proficiency scale which would reflect overall oral English proficiency rather than giving separate scores for factors which combine to produce proficiency (e.g. fluency, syntax, pronunciation, comprehension). While such factors would influence the overall rating of each interview, research findings indicate that rater reliability is maximised using an overall measurement of oral proficiency (Oller and Perkins 1980).

Various approaches to the task of oral rating were considered, including scales used by the Foreign Service Institute (1968) and Wilkins (1977). Adaptation of the Australian Second Language Proficiency Rating (ASLPR) scale (Ingram 1980) was considered, but the likely concentration of refugee students in the lower range of the scale suggested that finer discrimination than that which the ASLPR scale could provide at these levels was required. An adapted version of the AMES (Adult Migrant Education Service) Syllabus Development Project, Speaking Proficiency Descriptions (March 1979), was finally selected, as it provided greater level definition at the lower end of the scale and as two members of the testing team were familiar with the scale and its detailed definitions. The definitions for each level are organised into the five categories of vocabulary, fluency, syntax, comprehension and effect on the listener. A sixth category provides examples of language typical of the speech at each level. The scale has levels from 0 to 7.0, with intermediary levels at 0.5 intervals (i.e. 0.5, 1.5, 2.5 etc.). The scale had to be adapted to the language of school children, since it had been developed on the basis of an analysis of numerous taped interviews with adult migrants in Australia. While the broad outline of stages of development incorporated in the scale was appropriate for children, particular areas of reference such as job interests were not relevant. Whereas adults in the initial stages of language learning learn vocabulary related to work interests, the vocabulary of primary aged children relates, for example, to the names of colours, of actions such as jumping, running and playing, and of games such as soccer, table tennis, and skipping.

Many tapes of refugee students obtained both in the pilot phase and during the main study were listened to in the course of adapting the scale for use with children. No major alterations in the level definitions were necessary. The main adaptations involved replacing references to the adult world with references to children's experiences. However, as none of the tapes made during the study were rated above level 4.5, the descriptions in levels 5.0 and 6.0 of the scale, which is set out in Appendix 6, have not been validated by reference to children's speech. In applying the scale to the taped interviews with students, there may have been some consistent underrating of performance owing to the absence of any visual cues to support the



linguistic interchanges, although the interviewer's response on the tape often indicated that a non-verbal feature had been used successfully.

The intermediary ratings (e.g. 1.5, 2.5, 3.5, 4.5) were used to indicate that students were displaying some of the features described in the higher level but still fitted many of the features of the lower level. They were also used when a student was significantly lower in one area listed on the scale (e.g. effect on listener) than in the other four areas. Because of the number of students of lower levels of proficiency who were interviewed and whose tapes were studied, it has been possible to fill out descriptions of the 0.5 and 1.5 levels in more detail than for subsequent intermediary levels.

The scale divides into discrete levels a developmental process which is in reality a continuum from no English to native-speaker level. Particular levels on the scale were determined by identifying features that roughly coincided in time in their appearance in the learner's repertoire. Features identified for particular levels are not absolutely simultaneous in their initial appearance in learner speech and the levels therefore represent an 'averaging' of a range of developments.

It was made clear to raters what the scale could measure and what was involved in each of the five factors listed in the scale, i.e. vocabulary, fluency, syntax, comprehension and effect on listener. A supplementary list of examples of performance at each level was provided. While each of these factors is described separately in Appendix 7, it is appropriate to think of each level in the scale as constituting a general profile when read across the six columns, rather than attempting to give separate ratings to each of the factors in turn. The tapes of the oral interviews were rated by at least two raters with a satisfactorily high level of correlation among and within raters. Details are given in Appendix 7.

## Measures of written English

Two types of measures of written English were obtained in the study. One type comprised a basic measure of literacy and required the completion of a simple printed form by the student without assistance. The other type of measure consisted of tests of integrative skills in reading and writing.

### *Form completion task*

At an appropriate stage in each test session, students were asked to fill in a form supplying such personal information as name, address, date of birth, country of birth, sex, school and class. This was seen as a performance task which native speakers were expected to master during their schooling. Items in the form were based on those used in the tests of literacy and numeracy employed in the ACER survey of 10- and 14-year-old students in Australia in 1975 (Keeves, Bourke et al. 1976). It was intended to compare the results of Australian students with those of refugee students on common items. Results were also available in the ACER survey for students in Australian schools from non-English-speaking backgrounds.

The form was administered as an adjunct to the oral test, and was often completed while someone else was being interviewed. Care was taken to ensure the form was attempted before other written tests since it also served as a guide to literacy. Filling in some items of the form had an added advantage for students who were not fully literate, since they could usually write at least one of their names after two weeks in class and therefore were able to attempt at least one writing task they saw literate students attempt.

### *Integrative measures of written English: cloze and dictation tests*

Some of the reading and writing tasks usually found in the mainstream classroom were outlined earlier in this chapter. In assessing the proficiency of refugee students in understanding and producing written English, tests were sought which had relevance to the activities in which students would participate in the mainstream class. It would be inefficient, if not impossible, to develop tests of all the individual reading and writing tasks pertinent to the primary and secondary classroom. The aim therefore was to select or develop integrative skills tests which incorporated the more complex reading and writing tasks performed in schools.

A variety of tests including sentence completion tests, traditional reading comprehension tests (using open-ended questions and/or a multiple-choice format) dictation, cloze procedure and free writing tasks were considered in the pilot study. Because of the range of levels over which the tests had to be used, tests incorporating a range from simple to more complex language were required. The tests of written English had also to take account of the issue of literacy among the refugee students and of the need for parallel versions to allow repeated assessments of students' English. Of the various types of test considered in the pilot study, cloze procedure and dictation tasks came closest to meeting these criteria.

Convincing arguments for the use of cloze and dictation tasks as predictors of overall language proficiency are set forth in *Language Tests at School* (Oller 1979). In carrying out cloze and dictation tasks, learners are demonstrating the application of the same decoding and reorganising processes used to carry out any communication tasks involving written English. In addition, cloze and dictation are activities relevant to the classroom, involving, as they do, the exercise of a range of language skills. Dictation incorporates, primarily, the skills of listening and writing while cloze tests involve reading and writing skills. Both formats have been used as testing and/or teaching devices in mainstream classes. Further, the skills required to perform cloze procedure and dictation tasks underly many other classroom tasks involving reading and the practice of note-taking from oral sources respectively.

For most Indo-Chinese students in the trial testing sample, dictation was a familiar and apparently enjoyable test format. Their response to cloze procedure was also positive. There was a risk that dictation used alone might unfairly discriminate against those students with poor listening skills. It was therefore appropriate to use cloze procedure as an adjunct to dictation. In addition both formats could be used with primary and secondary children, provided that the subject matter was appropriate to the age level, and both test types were relatively easy to administer and mark. With a group of newly arrived, school-aged Indo-Chinese refugee students, many of whom were in their earliest days of English study, the acceptable-word scoring was chosen in preference to the exact-word scoring method for the cloze tests, as it allowed a lower entry point to the tests (Oller 1979, p. 367) and thus better discrimination at lower levels of performance.

### *Development of cloze and dictation tests*

During the pilot phase, the use of standard dictation passages was considered but they were far too difficult for students at lower levels as were standard cloze tests and passages from selected children's books and textbooks. Material from some ESL textbooks and readers was inappropriate as students may have been exposed to it in class in different degrees. It therefore seemed essential to create passages specifically for the target group. The passages could incorporate linguistic features appropriate to the range of English levels to be tested and a semantic and cultural content accessible to such a recently arrived group.

These purpose-designed passages were developed in consultation with teachers in a variety of Sydney schools where the Contingency Program was operating. Teachers made useful suggestions on appropriate types of subject and also provided helpful samples of written materials used in class. The topics developed covered activities occurring in the school day, which the student might participate in or observe, and features of their after-school life and that of others with which they could be expected to be familiar through observation or information from school and elsewhere.

Care was taken not to discriminate against students in either of the two States in the selection of subject matter for passages. For example, it was established by consulting Victorian representatives that, although the classes for the most Indo-Chinese students were conducted in the grounds of the migrant reception centres, students would be familiar with the general layout of schools in Australia and with the fact that some children caught buses or rode bikes to school.

As far as possible the subject matter of the tests was kept fairly neutral and, to some extent, deliberately bland in its social setting so as not to make unreasonable demands on the limited exposure of new arrivals to Australian culture. Attempts were made to relate the subject matter of tests to students' interests.

In considering the linguistic complexity of passages, notions of simplicity of syntactic structure had to be placed against the risk of introducing unnatural distortions of the language, especially in those passages intended for use in Week 2 with some students very new to the language. For these students only the simplest structures and the most basic vocabulary would be meaningful, hence features such as the use of the present simple form of verbs and the use of basic one-clause or simple two-clause (co-ordinated) sentences are predominant in the early passages.

Reference was made to word frequency counts and studies including the research reports of the Mount Gravatt Language Research Project in selecting words for the passages. The vocabulary used in the test passages related primarily to the people, objects and activities at home and school which were likely to have some priority in students' learning and reflected material in class readers and library books appropriate to the children in the study.

The use of non-standard forms of language seemed inappropriate for the tests, as not all of the refugee students would experience such forms in their early life in Australia. The language content of the tests was therefore artificial to this extent. A further consideration in the development of passages was that they should reflect the language of textbooks, of formal written work in class and of the fiction which would be accessible to the students' age peers in Australian schools. These constraints largely account for a certain sameness of tone that runs through the passages, a feature which was nevertheless considered to be preferable to the large-scale inaccessibility of content which could have resulted from the use of more dynamic and exotic passages.

In keeping with the intention to have the subject matter of passages relate to the students' interest level, several of the passages refer to children by name. In selecting names for these fictional children the use of Indo-Chinese names was considered but was not practical because students from three national, and more than three language groups, were represented in the sample. Consequently simple English names were used, some of which are phonetically or visually close to Indo-Chinese names (e.g. Dan, Tom, Sam, Ann). In dictation passages, the names were spelt out to children prior to the test and were not counted as spelling errors if misspelt.

As the original design of the study envisaged the repetition of passages on two or three occasions of testing, the earlier passages had to be simple enough for students with little English to attempt, but with sufficient more difficult items to reflect the

level of performance of more advanced students at Weeks 8 and 14. Difficult items in the initial sentences of passages were avoided as far as possible so that weaker students would not be discouraged. At the same time more difficult elements were included in the cloze and the dictation passages, e.g. as in *Tom* and *Tim*, to provide an adequate range of difficulty. *Tom*, for example, contained more complex discourse markers ('when', 'after') and incorporated future forms of verbs and subordinate clauses. All cloze passages contained some difficult items. It was also considered acceptable in the cloze tests to include items requiring passive recognition where context would help establish meaning. Thus at Week 2 the words 'usually' and 'catches' appeared in *Jan* and 'truck', 'restaurant' and 'fireman' in *Tom*. It was not expected that all students would 'know' these words devoid of any context. On the other hand, the general meaning of passages would not be lost because of a student's lack of familiarity with a single item. Passages for use in subsequent test sessions incorporated increased syntactic and lexical complexity.

In the cloze tests it was decided to delete every seventh word in most of the passages after some preliminary experimentation with sixth, seventh and eighth word deletion rates; in *Tom*, *Lyn* and *After school* every sixth word was deleted. Because of the limited initial reading proficiency of many students, short passages involving eighteen to twenty deletions in all were used at Week 2. Cloze passages ranged in length from approximately seventy-five to 150 words. Dictation passages ranged from fifty words at Week 2 to ninety-four words at later weeks.

As the original design of the study called for the comparison of raw scores on the same tests or on equivalent forms of tests repeated after six-weekly intervals, an attempt was made to 'equate' successive pairs of the cloze tests and successive pairs of the dictation tests in February 1980. Equating the tests on 10-year-old and 14-year-old refugee students was inappropriate because of the lack of familiarity of such students with the English language during their first few months in Australia. Since the tests to be equated were tests in English, it was considered that they should be equated on groups of students who were already proficient in English. The equating was therefore based on Australian-born students in Years 2, 3, 4 and 5 (aged approximately 7, 8, 9 and 10 years) in two schools of differing socio-economic status in the Sydney metropolitan area. It was considered necessary to use younger aged Australian students for this purpose, as the level of their English proficiency might better approximate that of the newly arrived 10-year-old and 14-year-old refugee students with little previous study of English. Thirteen dictation tests and eleven cloze tests of reading comprehension were incorporated into a balanced design to allow the various tests to be applied in alternating sequences to a sufficient number of students over two mornings of testing one week apart. These testing programs were applied at Years 2 and 3 and the more difficult tests at Years 4 and 5. By equating scores on equivalent pairs of tests through the equipercentile method, sets of conversion tables were established. The details of the equating program and of the conversion tables have not been presented, however, since the original intention of comparing raw scores from one testing occasion to another had to be abandoned because of the unexpectedly large numbers of refugee students who obtained very low scores on the tests initially and who continued to obtain low scores. The data obtained from the equating exercise was nevertheless useful, in that it allowed the calculation of mean raw score performance levels on the tests for students in regular Australian schools at Years 2, 3 and 5 and thus provided approximate norming levels, albeit on a rather small sample, against which the performance of the refugee students could be assessed. The relevant tables of mean scores are presented in Appendix 8.

One dictation test and one cloze test proved to have low correlations with other

relevant dictation and cloze tests respectively in the equating program and were excluded from the final testing program. The shorter cloze tests employed with 10-year-old refugee students, that is, the cloze tests *Jan and Ben*, and *Ann and Sam*, were grouped in pairs to give a more reliable index of the students' level of reading comprehension.

The cloze and dictation tests selected for the final testing program are presented in Table 5.2 in the order in which they were administered, with the word count (in brackets) for each passage. Samples of the actual tests are presented in Appendixes 9 and 10.

**Table 5.2**  
**Order of administration of cloze and dictation tests, and length of test passages**

|         | Cloze                                     |                                             | Dictation                                   |                                                  |
|---------|-------------------------------------------|---------------------------------------------|---------------------------------------------|--------------------------------------------------|
|         | Primary                                   | Secondary                                   | Primary                                     | Secondary                                        |
| Week 2  | Jan + Ben<br>(74 + 76)                    | Tom (125) or<br>Jan + Ben                   | My school (50)                              | Tim (90)                                         |
| Week 8  | Jan + Ben<br>Tom                          | Tom, or<br>Jan + Ben<br>Holidays (111)      | My school<br>Rusty (60)                     | Tim<br>Peter (86)                                |
| Week 14 | Ann + Sam<br>(78 + 75)<br>Tom<br>Holidays | Lyn (123)<br>Holidays<br>After school (108) | My new school<br>(50)<br>Rusty<br>Farm (61) | Dan (79)<br>Peter<br>Shopping centre<br>(86)     |
| Week 20 | Lyn<br>Holidays<br>After school           | Sundays (107)<br>After school               | Blackie (60)<br>Farm<br>Rain (58)           | Maria (86)<br>Shopping centre<br>Television (94) |
| Week 26 | Sundays<br><br>After school               | Sundays/After<br>school<br>News             | Farm<br><br>Rain                            | Shopping centre<br><br>Television                |

The total word count and total number of deletions involved in the tests listed in Table 5.2 are set out in Table 5.3.

**Table 5.3**  
**Total word count for cloze and dictation tests, and total number of deletions for cloze tests**

|         |                  | Cloze   |           | Dictation |           |
|---------|------------------|---------|-----------|-----------|-----------|
|         |                  | Primary | Secondary | Primary   | Secondary |
| Week 2  | Total word count | 150     | 125       | 50        | 90        |
|         | Total deletions  | 20      | 20        | —         | —         |
| Week 8  | Total word count | 275     | 236       | 110       | 176       |
|         | Total deletions  | 40      | 35        | —         | —         |
| Week 14 | Total word count | 389     | 341       | 171       | 251       |
|         | Total deletions  | 55      | 50        | —         | —         |
| Week 20 | Total word count | 341     | 215       | 179       | 266       |
|         | Total deletions  | 50      | 30        | —         | —         |
| Week 26 | Total word count | 215     | 258       | 119       | 180       |
|         | Total deletions  | 30      | 35        | —         | —         |



### *Administration of cloze and dictation tests*

As an instruction sheet for the administration of cloze tests was found to be unsuitable for use at lower levels, instructions and explanations were given orally to students in their native language by interpreters. Students were told to read the whole passage first and then go back to try to write in the missing words. They were told that more than one word would fit in many of the blanks and that they should choose the word that they thought fitted best. Only one word was to be written in each blank. They were instructed that if they could not supply a word, they should move onto the next item and return to any blanks when they reached the end of the passage. Students were told that spelling errors would not lead to loss of marks in the tests (though a record of them was kept). Although maximum times were allotted for the completion of cloze tests, these were not always applied to students at lower levels if it became obvious that they could not continue with a particular test. Interpreters checked that each student was carrying out instructions once testing commenced.

Depending on the number of students being tested on each occasion, cloze passages were done by groups of two to eight students at one time. On occasions where more than two passages were applied, students were frequently required to take the oral interview after completing one or two cloze passages. This facilitated smooth integration of the different facets of the test program and gave students a change of activity and a change of pace to alleviate some of the inevitable pressure in doing a battery of language tests.

Appendix 11 sets out the instructions for the administration of the cloze tests and details of procedural variations in the administration of the tests.

Dictation passages were read 'live' by members of the testing team because of the view that language emanating directly from a human being is more readily comprehended than a disembodied voice on a cassette tape. This could make it possible for students to begin scoring or to score more points at an earlier stage of their language learning, thus extending the effective range of levels at which the test would discriminate. 'Live' administration was also more adaptable to particular settings and students; lengthy pauses were frequently necessary in Week 2 sessions, for example.

To ensure both comparability and uniformity of dictation delivery by different testers, detailed instructions were prepared and their rationale explained. It was important to preserve normal delivery speed and intonation in delivering dictation passages if their function as predictors of overall language proficiency was to operate. The instructions which were prepared for testers are outlined in Appendix 12.

The interpreters explained to students how the test would be carried out and what students should do. Students were told they would hear a passage read twice. The first time it would be read at normal speed and they should listen but not write. The second time it would be read, allowing time for them to write what was said. They were told to write what they understood of the passage, that is, what they thought the tester said. It was stressed that they should write any words they recognised. Before testing began, students were told that the passage would be read a third time, after they had finished writing so that they could check their work. During the final reading, occasional pauses were made to allow any corrections to be completed. Students were informed that spelling errors would not be penalised. It was considered that this would encourage students to attempt words they recognised aurally and help to ensure that the dictation was operating as a test of grammar expectancy. Further, the omission of items on the grounds of inability to spell the words would distort the measure of English proficiency which dictation could provide. Trial testing had revealed a tendency among Indo-Chinese students to avoid



error-making, a tendency which would underrate them in performance-oriented tasks. Students were also told that if they could not understand a passage, they need not continue with that dictation passage and should inform the interpreter of their problem. For primary level children, coloured pencils were always on hand for drawing and colouring activities. These were particularly useful at Weeks 2 and 8 with younger children not previously exposed to English. They could use these materials while other more experienced students completed dictations.

A dictation page was issued to students for writing their dictation. At the top of the page were the following formal instructions in English on how to do the test:

*Directions*

In this test you will hear a passage for dictation read quickly first and then you will hear it read slowly so that you can write down the words. When you are told to begin writing, write the words on the lines below. When you finish writing you will hear the passage read again.

It was found that many of the students could not comprehend the full meaning of the instructions even at Week 26 and the oral explanation of procedure in their native languages was essential.

*Marking of cloze and dictation tests*

The marking scheme devised for cloze tests was an acceptable-word scheme where, provided a word did not break any grammatical or semantic constraints, it was marked correct and one mark was scored. A list of examples of acceptable words for each slot drawn up from responses supplied by native speakers in the test-equation program was circulated to markers and where one of these words was used, it was automatically accepted as correct. Any other responses which were of dubious status were adjudicated by a single marker, to preserve consistency in marking.

Spelling was not penalised in cloze passages. Provided that a word could be recognised from the spelling used and that a misspelling did not incorporate a syntactic error (e.g. omission of plural mark 'I buy three book'), no penalty was applied to non-standard spelling.

In the dictation tests, an each-word marking scheme was adopted as the most efficient and appropriate system for the range of student performance that was expected. Tallies of spelling errors were kept, however, to investigate possible differences between the two systems of marking. Markers were issued with guidelines for marking, which are reproduced in Appendix 13.

*Development of essay writing task*

In addition to cloze and dictation tasks where students responded to someone else's language, it was considered desirable to include a test which required the spontaneous production of written English. This was particularly important at secondary level, given the quantity of formal written work students have to produce in senior years. It was not appropriate to test the full range of writing tasks pertinent to secondary school activities, particularly those involving academically oriented expository writing of a highly complex nature. The sample group would certainly include students for whom the writing of expository essays may in the long run be quite peripheral to their main classroom efforts in writing. A more appropriate task which all would encounter and use in schooling would be a piece of personal writing. As such writing is less rigidly defined in format than the expository essay or report, and requires no specialist knowledge, it would allow students to select how personal their response would be.

Students who could not complete other written tasks and whose oral proficiency was limited (i.e. less than level 2.0) were not asked to attempt the personal writing task. The remainder were asked to complete a 15-minute writing assignment referred to elsewhere in this report as the 'essay'. The term is not meant to imply a rigidly structured writing task, as has been explained above. It was considered sufficient to administer the 'essay' on only three of the five occasions of testing, namely at Weeks 2, 14 and 26.

Following discussions with teachers and trial writing of such essays by students tested in the pilot phase of the study, the topic selected for Weeks 2 and 14 was 'My Trip to Australia'. This topic drew on experience which all of the students had had, unlike other topics which had been suggested. In selecting the topic, careful consideration was given to the danger of putting students through a traumatic confrontation with their past experiences. Through discussion with teachers, aides and students, it was established that provided students were clear that they had a choice of aspects of the trip to discuss, the topic should not prove emotionally distressing. In retrospect, the word 'journey' would have been preferable to 'trip'. In translating the task requirements to students, however, interpreters made it clear that it was the travel experience that was relevant. The interpreters also took pains to indicate to students that they were free to choose how the topic could be approached. It was made clear that they did not have to present details of their journey from Vietnam, for instance, unless they wished to. It was pointed out that they could write of life in the refugee camp or simply of the travel from the camp to Australia. They could choose to write about anything they wanted the testing team to know, regarding the time between when they left their country of origin and when they arrived in Australia. They could elect to make their writing a presentation of factual information of places and dates or a more personal account of experience. It was expected that, to a large extent, level of English would determine the extent to which personal views could be expressed. Students were told they did not have to carry out the task unless they wanted to and that it was their ability to write in English that was the main focus of interest, not their private lives.

At Week 26 a different topic seemed appropriate to avoid practice effect and to acknowledge the students' length of stay in Australia. The topic selected was one to reflect recent experiences, 'My Life Since I Came to Australia', which again allowed the student to select how personal and how complete the account should be. The interpreter offered a few suggested approaches to indicate the areas of experience they might consider in their writing: school life, home life, excursions, friendships or any other aspects of living in Australia that they wished to discuss.

It was intended that each essay would be rated independently by two experienced markers on the basis of their general impression of its quality.

#### *Limitations on application of measures of written English*

It was expected that the sample would include primary- and secondary-aged students who had had no schooling prior to arrival in Australia. To ask such students to attempt reading and writing tasks would impose additional stress on them. Inability to begin the test because of illiteracy could create considerable discomfort, especially in older students. It was essential therefore to identify at an early stage those students who were not functionally literate.

Students who had difficulty in writing their name on the form to be completed at the beginning of the interview, together with students who had had little previous education or who were identified by teachers or themselves as having literacy problems, were screened for literacy before any reading or writing tasks were

applied. They were shown letters from the alphabet and asked to say the names of letters and to supply missing letters in a series both orally (as a reading recognition task) and in writing. The letters were shown in upper and lower case print (e.g. ABC — EFG — IJK; abc — efg — ijk). Students were also shown a card with sight words printed in upper and lower case (e.g. BOY, BOOKS, STOP, SCHOOL, CAR, BUS, GIRL, DOG, CAT, GO). If they could identify or write some of the words they were shown one or two sentences to read and copy (e.g. My name is . . . I go to school. I live at the hostel. I get the bus to school). If these tasks were completed successfully, they were asked to write several words or short sentences with no prompt to aid them. Those who completed these activities were regarded as literate and asked to attempt the main reading and writing tasks. Those who could not carry out most of this screening process did the oral tests only.

## **DEVELOPMENT OF PROFICIENCY IN ENGLISH**

As indicated earlier, measures of the students' proficiency in English were obtained at regular six-weekly intervals, as it would have been impracticable from the point of view of the research plan and undesirable from the point of view of both the student and the school or centre to have applied the tests more frequently than this. Adopting this testing schedule placed some constraints on the form of analysis and presentation of the data. Students were leaving the Contingency Program classes continuously. For those who left between Weeks 2 and 7, the latest proficiency measures available were those based on tests applied at Week 2. Similarly, for those leaving between Weeks 8 and 13, the latest test information available was that obtained at the Week 8 testing. Results in this section are therefore presented under the rubrics 'two to seven weeks' in the program, 'eight to thirteen weeks' and so on. Thus although the data presented for 'two to seven weeks' apply to tests administered at Week 2, some students in this category would have actually continued in the program for periods of between three to seven weeks without being tested again. The general picture of proficiency in English emerging in this section could therefore be slightly depressed in relation to the true position. As will become apparent in discussion of the results for the various measures of proficiency, however, there are counteracting effects which indicate that in general, the levels of proficiency presented in the various tables are likely to overstate rather than understate the actual levels of proficiency attained by the students.

The results obtained from the repeated application of the various types of measures of English proficiency are presented in this section. Evidence relating to improvement in proficiency in oral English is presented first, covering both improvement in the production of oral English and improvement in understanding oral instructions. This is followed by evidence concerning the extent of improvement in written English, as measured by proficiency in completing simple forms, in cloze reading-comprehension tests, in dictation tests and, for some of the students, in essay-writing exercises.

### **Improvement in proficiency in oral English**

Measures of the students' oral performance in English were obtained two weeks after they entered the program and every six weeks thereafter. On each occasion a tape recording was made of an oral interview/conversation conducted by the research fellow/assistant with the student, using the procedures and materials described

earlier in this chapter. These tapes were rated by two raters (and occasionally three) who were experienced in the use of the seven-point rating scale developed by the AMES Syllabus Development Project, Speaking Proficiency Descriptions. Five raters were employed altogether; data concerning between-rater and within-rater reliability are given in Appendix 7. As explained earlier, the AMES scale ranges from level 0, representing no proficiency in English, to level 7, the native-speaker level. The scale was appropriately adapted for use with 10- and 14-year-old students. Intermediary ratings (0.5, 1.5 etc.) indicated that the student's oral language displayed some features characteristic of the next higher level and some of the next lower level. The features of oral language associated with each numerical level of the rating scale are set out in Appendix 6, but the levels can be briefly characterised in the following terms.

With speakers at level 1.0 and below, communication breakdowns are too frequent for all but the most accommodating native speaker to attempt conversation. At level 2.0, very rudimentary exchanges of personal information are possible, with rudimentary structural patterns appearing. Level 3.0 allows for more extended conversation on familiar and personal matters but it is not until level 4.0 that most basic structures are in regular use and that control over cohesion in production and reception is adequate for communication requiring any precision or nuance of detail. Above level 4.0 the main additional features relate to the development of register control and flexibility, particularly in terms of colloquial and more formal speech.

The initial and final levels of proficiency in oral English for refugee students spending varying amounts of time in the Contingency Program are set out in Table 5.4 for the Sydney and Melbourne primary samples and in Table 5.5 for the secondary samples. The ratings given in the tables are the average ratings of two different raters, taken to the next highest full or half level, when the decimal component was 0.25 or 0.75. This practice was adopted to present measures which were directly interpretable in terms of the rating scale. In consequence, however, the ratings which are presented are likely to overstate slightly the actual levels of oral English proficiency.

The data for the Sydney primary sample in Table 5.4 will be used to illustrate the method of interpretation of Tables 5.4 and 5.5. The total number of students in this sample was 100. Sixteen (16 per cent) of these students stayed in the initial program for two to seven weeks only, 29 (29 per cent) stayed for between eight and thirteen weeks, 23 (23 per cent) stayed for between fourteen and nineteen weeks, 3 (3 per cent) stayed for between twenty and twenty-five weeks, and seventeen (17 per cent) stayed for the full twenty-six weeks. In addition, eight of the 100 students had spent only fourteen to nineteen weeks in the program when testing ceased in December 1980 but were still continuing, as were four students who had spent twenty to twenty-five weeks in the program.

Of the sixteen students in the Sydney primary sample who were in the program for only two to seven weeks (i.e. they had left before the Week 8 testing), not one attained a level 2 rating for speaking proficiency at the initial Week 2 interview, four obtained a level 1 rating (including one student with a 1.5 rating), five obtained an intermediate rating between level 0 and level 1, and seven obtained a level 0 rating. Since the students had left the program before the next administration of the oral interview at Week 8, no further ratings on their oral proficiency were available, hence their leaving levels of oral proficiency were taken to be the same as their entry levels. Of the thirty-one students in the Sydney primary sample who spent fourteen to nineteen weeks in the program, two began the program with level 2 speaking proficiency, one with level 1 proficiency, fourteen with intermediate ratings between level 0 and level 1, and fourteen with a level 0 rating. After fourteen to nineteen

weeks, five of these students had attained level 2 in speaking proficiency, twenty had attained level 1, three were still below level 1, but none were still receiving a level 0 rating; the data thus represented a general but small improvement in speaking proficiency levels over this period. Of the twenty-three students leaving after fourteen to nineteen weeks, the percentage with speaking proficiency ratings of level 2 or above had increased from 6 per cent to 22 per cent; the percentage with ratings of level 1 had increased from 3 per cent to 61 per cent while the percentage with ratings below level 1 had fallen from 90 per cent to 13 per cent. Interviews were not conducted with two of the continuing students who were thought at the time to have left the program. For summary purposes, the initial and leaving or final ratings of speaking proficiency have been aggregated for the different lengths of stay and presented in the final two columns of the table.

The penultimate column of Table 5.4 shows, as expected, that some two weeks after entering the program, the oral English proficiency of 80 per cent of the Sydney primary students and 62 per cent of the Melbourne primary students was below level 1 on the rating scale. That is, their ability to understand and produce spoken English was limited to the comprehension of a few formulaic questions eliciting very basic personal information (name, address, country of origin) and the production of memorised responses to these. In addition, students at this level may possess a small repertoire of lexical items with which they could label objects or illustrations (e.g. 'book', 'dog', 'chair'). Even at level 1.0, utterances were so fractured, short and non-standard as to cause frequent communication breakdowns, intolerable to all but the most patient interlocutor experienced with such speakers.

The percentage of secondary students below level 1 on oral English proficiency just after entry to the program was lower, being 31 per cent for the Sydney sample and 37 per cent for the Melbourne sample. Only eight of the 216 secondary students had a sufficient command of English (level 4) on leaving the program to justify even tentative placement in regular secondary school classes at their age level without extensive additional ESL assistance.

The extent of improvement in oral English proficiency for students in the primary and secondary samples spending varying initial periods of time in the Contingency Program is summarised in Table 5.6.

In the primary samples, the percentage of students attaining level 1 or above in oral proficiency in English increased substantially to a level of approximately 70 per cent to 80 per cent for students spending fourteen weeks or longer in the program; the increase was less marked for students spending only eight to thirteen weeks in the program, although a high proportion of Melbourne students in this category were rated at level 1 or above at the beginning of the program. The percentage of primary students at level 2 or above was small initially, and remained small, at about 25 per cent, for students spending varying periods of time in the program. The percentage increase in students reaching level 2 or above was greater for the Melbourne primary sample than for the Sydney primary sample.

Since the percentage of students initially at level 1 or above in oral English proficiency was rather higher in the secondary samples, there was less room for improvement in the percentage attaining level 1 to be registered in these samples, but substantial improvement did occur. Percentage improvement at level 2 in oral proficiency from initial to final ratings mostly ranged from 20 per cent to 30 per cent for groups staying in the program for differing periods of time. At this level greater gains were associated with longer time in the program for the Sydney sample but not for the Melbourne sample. At level 3 in oral proficiency, both the percentage attaining level 3 and the percentage improvement to level 3 over the varying time groups were greater for the Sydney than for the Melbourne sample.



In both primary and secondary samples, there is clear evidence of improvement in the oral English proficiency of students while in the program. There is some tendency for the improvement to be greater if longer periods are spent in the program, but this is not consistent over all samples. Again, differences in the extent of improvement in oral English proficiency did not systematically favour one or other of the two State samples; at the higher levels of oral proficiency, they tended to be greater for the Melbourne sample at the primary level and for the Sydney sample at the secondary level.

It will be recalled that the characteristics of oral language rated at level 2 are the emergence with some regularity (and often inaccuracy) of a few basic grammatical patterns, a vocabulary level adequate for supplying basic personal information when requests are phrased simply and slowly by an accommodating interlocutor and the ability to communicate personal preferences and interests with hesitations and many reformulations. Little use of cohesive devices is apparent and speakers at this level cannot cope with utterances that are longer, or spoken at normal rates by interlocutors. Communication frequently breaks down.

Language rated at level 3 is characterised by a greater use of cohesive devices, allowing more extended communication to occur, a wider range of structures and a greater fluency on everyday matters. Level 3.0 speakers can understand native speakers in face-to-face communication at normal speed but have difficulty with abstract topics, longer utterances and complex structures. They show virtually no appreciation of register requirements and could not participate in a group discussion with native speakers, though they could identify its subject.

Level 2 oral language proficiency is clearly inadequate for students to function in a Year 5 classroom of native speakers, and level 3 oral language proficiency is likewise inadequate for students unaided by ESL support, to cope with the work in a Year 8 or 9 classroom of native speakers of English. Only small percentages of primary and secondary students attain levels 2 and 3 respectively even after twenty-six weeks in the Contingency Program, so the oral English proficiency levels of most students must handicap them considerably when they are first transferred to such classes. Taking account of the fact that appreciable numbers of students in both primary and secondary samples are still below level 1 in oral English proficiency when they complete their initial period in the Contingency Program, and assuming that the general level of teaching is adequate, it seems reasonable to conclude that a longer period of intensive English instruction is necessary to bring the students to an appropriate level to enter mainstream classes.

### **Improvement in proficiency in understanding spoken instructions**

Five items from a listening task used in the ACER study of *Oracy in Australian Schools* (Bourke et al. 1980) for both 10-year-old and 14-year-old-students were administered to the refugee students at Weeks 8 and 20. Each item required the student to follow oral instructions in English by the tester (not the interpreter) for simple classroom tasks to be performed on the test sheet.

- Item 1: Draw a circle around the number 2.
- Item 2: Put two eyes on the boy's face.
- Item 3: Draw a line underneath the letters C, D.
- Item 4: Draw a circle in the empty box at the bottom of the page.
- Item 5: Write your first name in the top right-hand corner of the page.



Table 5.4

Oral rating levels of refugee students in primary samples in Sydney and Melbourne, after varying amounts of time in Contingency Program

| Level on oral rating scale | Length of initial period in Contingency Program |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
|----------------------------|-------------------------------------------------|--------------------|---------------|--------------------|----------------|--------------------|----------------------------------|----------------|--------------------|----------------------------------|---------------|-------------|---------------|-------------|
|                            | 2 to 7 weeks                                    |                    | 8 to 13 weeks |                    | 14 to 19 weeks |                    |                                  | 20 to 25 weeks |                    |                                  | 26 weeks      |             | All students  |             |
|                            | Initial level                                   | Level at last test | Initial level | Level at last test | Initial level  | Level at last test | Level of continuing (a) students | Initial level  | Level at last test | Level of continuing (a) students | Initial level | Final level | Initial level | Final level |
| A. Sydney primary sample   |                                                 |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
|                            | Numbers of students                             |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
| 3.00                       | .                                               | .                  | .             | .                  | .              | .                  | .                                | .              | .                  | .                                | .             | .           | .             | .           |
| 2.50                       | .                                               | .                  | 1             | 3                  | .              | 1                  | .                                | .              | .                  | .                                | 1             | .           | 2             | 4           |
| 2.00                       | .                                               | .                  | 2             | .                  | 2              | 4                  | .                                | .              | .                  | .                                | .             | 3           | 4             | 7           |
| 1.50                       | 1                                               | 1                  | .             | 5                  | .              | 3                  | 5                                | .              | 2                  | .                                | 3             | .           | 5             | 24          |
| 1.00                       | 3                                               | 3                  | 5             | 8                  | 1              | 11                 | 1                                | 1              | .                  | .                                | 1             | 3           | 4             | 28          |
| 0.50                       | 5                                               | 5                  | 11            | 11                 | 14             | 3                  | .                                | 4              | .                  | .                                | 6             | 1           | 40            | 20          |
| 0.00                       | 7                                               | 7                  | 10            | 1                  | 14             | .                  | .                                | 2              | .                  | .                                | 7             | .           | 40            | 8           |
| Not admin.                 | .                                               | .                  | .             | 1                  | .              | .                  | .                                | .              | .                  | .                                | .             | 2           | .             | 3           |
| Other                      | .                                               | .                  | .             | .                  | .              | 1                  | 2                                | .              | 1                  | .                                | .             | 2           | .             | 6           |
| Total                      | 16                                              | 16                 | 29            | 29                 | 31             | 23                 | 8                                | 7              | 3                  | .                                | 4             | 17          | 17            | 100         |
|                            | Percentages of students                         |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
| Level 2 or above           | .                                               | .                  | 10            | 10                 | 6              | 22                 | .                                | .              | .                  | .                                | 6             | 18          | 6             | 11          |
| Level 1                    | 25                                              | 25                 | 17            | 45                 | 3              | 61                 | 14                               | 67             | .                  | .                                | 18            | 53          | 14            | 52          |
| Below level 1              | 75                                              | 75                 | 72            | 41                 | 90             | 13                 | 86                               | .              | .                  | .                                | 76            | 6           | 80            | 28          |
| Not admin./other           | .                                               | .                  | .             | 3                  | .              | 4                  | .                                | 33             | .                  | .                                | .             | 24          | .             | 9           |

*B. Melbourne primary sample*

*Numbers of students*

|            |   |   |   |   |    |    |   |    |    |    |    |    |    |    |
|------------|---|---|---|---|----|----|---|----|----|----|----|----|----|----|
| 3.00       | . | . | . | . | .  | .  | . | .  | .  | 1  | .  | .  | .  | 1  |
| 2.50       | . | . | . | 1 | .  | .  | . | .  | .  | 3  | .  | 1  | .  | 5  |
| 2.00       | . | . | 1 | 2 | 2  | 5  | 1 | 5  | .  | 4  | .  | 3  | 8  | 15 |
| 1.50       | 2 | 2 | 2 | 2 | 2  | 8  | 3 | 1  | 6  | 4  | 1  | 3  | 8  | 28 |
| 1.00       | . | . | 2 | . | 5  | .  | 3 | 5  | 1  | 8  | 3  | 4  | 15 | 16 |
| 0.50       | . | . | 1 | 1 | 10 | 1  | . | 9  | 1  | 5  | 7  | .  | 27 | 8  |
| 0.00       | 3 | 3 | 2 | 1 | 3  | .  | . | 19 | .  | .  | 5  | .  | 32 | 4  |
| Not admin. | . | . | . | . | 3  | .  | . | 1  | .  | 1  | .  | .  | 4  | 1  |
| Other      | . | . | . | 1 | .  | 4  | . | 1  | 6  | 1  | .  | 5  | 1  | 17 |
| Total      | 5 | 5 | 8 | 8 | 25 | 18 | 7 | 41 | 14 | 27 | 16 | 16 | 95 | 95 |

*Percentages of students*

|                  |    |    |    |    |    |    |    |    |   |    |    |    |    |
|------------------|----|----|----|----|----|----|----|----|---|----|----|----|----|
| Level 2 or above | .  | .  | 12 | 38 | 8  | 28 | 12 | .  | . | .  | 25 | 8  | 22 |
| Level 1          | 40 | 40 | 50 | 25 | 28 | 44 | 15 | 50 | . | 25 | 44 | 24 | 46 |
| Below level 1    | 60 | 60 | 38 | 25 | 52 | 6  | 68 | 7  | . | 75 | .  | 62 | 13 |
| Not admin./other | .  | .  | .  | 12 | 12 | 22 | 5  | 43 | . | .  | 31 | 5  | 19 |

(a) Level of students continuing in program.

Table 5.5

Oral rating levels of refugee students in secondary samples in Sydney and Melbourne, after varying amounts of time in Contingency Program

| Level on oral rating scale | Length of initial period in Contingency Program |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
|----------------------------|-------------------------------------------------|--------------------|---------------|--------------------|----------------|--------------------|----------------------------------|----------------|--------------------|----------------------------------|---------------|-------------|---------------|-------------|
|                            | 2 to 7 weeks                                    |                    | 8 to 13 weeks |                    | 14 to 19 weeks |                    |                                  | 20 to 25 weeks |                    |                                  | 26 weeks      |             | All students  |             |
|                            | Initial level                                   | Level at last test | Initial level | Level at last test | Initial level  | Level at last test | Level of continuing (a) students | Initial level  | Level at last test | Level of continuing (a) students | Initial level | Final level | Initial level | Final level |
| A. Sydney secondary sample |                                                 |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
|                            | Numbers of students                             |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
| 4.50                       | .                                               | .                  | .             | .                  | .              | .                  | 1                                | .              | .                  | .                                | .             | .           | .             | 1           |
| 4.00                       | .                                               | .                  | .             | .                  | .              | 3                  | .                                | .              | .                  | .                                | .             | 2           | .             | 5           |
| 3.50                       | .                                               | .                  | .             | .                  | 3              | 1                  | .                                | .              | 2                  | 3                                | .             | 1           | 3             | 7           |
| 3.00                       | 1                                               | 1                  | .             | 1                  | .              | 4                  | .                                | 2              | .                  | 2                                | 1             | 3           | 4             | 11          |
| 2.50                       | .                                               | .                  | 1             | 3                  | 2              | .                  | .                                | 2              | .                  | 3                                | 1             | 5           | 6             | 11          |
| 2.00                       | .                                               | .                  | 3             | 4                  | 5              | 4                  | .                                | 4              | .                  | 3                                | 3             | 6           | 15            | 17          |
| 1.50                       | 5                                               | 5                  | 4             | 3                  | 3              | 4                  | 2                                | 2              | 2                  | 1                                | 5             | 4           | 19            | 21          |
| 1.00                       | 7                                               | 7                  | 3             | 2                  | 6              | .                  | 2                                | 6              | 1                  | .                                | 7             | 3           | 29            | 15          |
| 0.50                       | 2                                               | 2                  | 2             | 5                  | 4              | .                  | .                                | 3              | .                  | .                                | 7             | 1           | 18            | 8           |
| 0.00                       | 3                                               | 3                  | 5             | .                  | 1              | .                  | .                                | 2              | .                  | .                                | 5             | 1           | 16            | 4           |
| Not admin.                 | .                                               | .                  | .             | .                  | .              | .                  | 2                                | .              | .                  | 2                                | .             | 3           | .             | 7           |
| Other                      | .                                               | .                  | .             | .                  | .              | 1                  | .                                | .              | .                  | 2                                | .             | .           | .             | 3           |
| Total                      | 18                                              | 18                 | 18            | 18                 | 24             | 17                 | 7                                | 21             | 5                  | 16                               | 29            | 29          | 110           | 110         |
|                            | Percentages of students                         |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
| Level 3 or above           | 6                                               | 6                  | .             | 6                  | 13             | 47                 |                                  | 10             | 40                 |                                  | 3             | 21          | 6             | 22          |
| Level 2                    | .                                               | .                  | 22            | 39                 | 29             | 24                 |                                  | 29             | .                  |                                  | 14            | 38          | 19            | 25          |
| Level 1                    | 67                                              | 67                 | 39            | 28                 | 38             | 24                 |                                  | 38             | 60                 |                                  | 41            | 24          | 44            | 33          |
| Below level 1              | 22                                              | 22                 | 39            | 28                 | 21             | .                  |                                  | 24             | .                  |                                  | 41            | 7           | 31            | 11          |
| Not admin./other           | .                                               | .                  | .             | .                  | .              | 6                  |                                  |                |                    |                                  | .             | 10          | .             | 9           |

●B. Melbourne secondary sample

*Numbers of students*

|            |   |   |    |    |    |    |   |    |    |    |    |    |     |     |
|------------|---|---|----|----|----|----|---|----|----|----|----|----|-----|-----|
| 4.00       | . | . | .  | 1  | .  | .  | . | .  | .  | 1  | .  | .  | .   | 2   |
| 3.50       | . | . | .  | .  | .  | .  | . | .  | .  | .  | .  | .  | .   | .   |
| 3.00       | . | . | 2  | 2  | 1  | 2  | . | 2  | .  | 4  | .  | 1  | 5   | 9   |
| 2.50       | . | . | 2  | 3  | 3  | 3  | . | 2  | 1  | 8  | 1  | 5  | 8   | 20  |
| 2.00       | 1 | 1 | 4  | 1  | 1  | 4  | 1 | 5  | .  | 7  | 4  | 8  | 15  | 22  |
| 1.50       | . | . | .  | 1  | 2  | 2  | 3 | 5  | 4  | 7  | 3  | 8  | 10  | 25  |
| 1.00       | 1 | 1 | 2  | .  | 5  | .  | 2 | 9  | .  | 1  | 4  | 1  | 21  | 5   |
| 0.50       | . | . | 1  | .  | 5  | 1  | . | 10 | .  | .  | 12 | 2  | 28  | 3   |
| 0.00       | . | . | 1  | 1  | 1  | .  | . | 3  | .  | .  | 6  | .  | 11  | 1   |
| Not admin. | 2 | 2 | 1  | .  | .  | .  | . | 3  | .  | .  | 2  | 2  | 8   | 4   |
| Other      | . | . | .  | 4  | .  | .  | . | .  | 5  | 1  | .  | 5  | .   | 15  |
| Total      | 4 | 4 | 13 | 13 | 18 | 12 | 6 | 39 | 10 | 29 | 32 | 32 | 106 | 106 |

*Percentages of students*

|                  |    |    |    |    |    |    |    |    |   |    |    |    |    |
|------------------|----|----|----|----|----|----|----|----|---|----|----|----|----|
| Level 3 or above | .  | .  | 15 | 23 | 6  | 17 | 5  | .  | . | .  | 3  | 5  | 10 |
| Level 2          | 25 | 25 | 46 | 31 | 22 | 58 | 18 | 10 | . | 16 | 41 | 22 | 40 |
| Level 1          | 25 | 25 | 15 | 8  | 39 | 17 | 36 | 40 | . | 22 | 28 | 29 | 28 |
| Below level 1    | .  | .  | 15 | 8  | 33 | 8  | 33 | .  | . | 56 | 6  | 37 | 4  |
| Not admin./other | 50 | 50 | 8  | 31 | .  | .  | 8  | 50 | . | 6  | 22 | 8  | 18 |

(a) Level of students continuing in program.

Table 5.6

Percentage of refugee students in primary and secondary samples in Sydney and Melbourne with oral English proficiency ratings at or above designated levels after varying amounts of time in Contingency Program

|                                   |         | <i>Length of initial period in Contingency Program</i> |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|-----------------------------------|---------|--------------------------------------------------------|------------------|-------------------|------------------|--------------------|------------------|--------------------|------------------|-----------------|------------------|
|                                   |         | <i>2-7 weeks</i>                                       |                  | <i>8-13 weeks</i> |                  | <i>14-19 weeks</i> |                  | <i>20-25 weeks</i> |                  | <i>26 weeks</i> |                  |
|                                   |         | <i>Sydney</i>                                          | <i>Melbourne</i> | <i>Sydney</i>     | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>   | <i>Melbourne</i> |
| <i>Primary samples</i>            |         |                                                        |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|                                   | Total N | 16                                                     | 5                | 29                | 8                | 31                 | 25               | 7                  | 41               | 17              | 16               |
| % of students at level 2 or above | Initial | .                                                      | .                | 10                | 12               | 6                  | 8                | .                  | 12               | 6               | 0                |
|                                   | Final   | .                                                      | .                | 10                | 38               | 16                 | 24               | .                  | 20               | 20              | 25               |
| % of students at level 1 or above | Initial | 25                                                     | 40               | 27                | 62               | 10                 | 36               | 14                 | 27               | 24              | 25               |
|                                   | Final   | 25                                                     | 40               | 55                | 63               | 81                 | 80               | 86                 | 66               | 77              | 69               |
| <i>Secondary samples</i>          |         |                                                        |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|                                   | Total N | 18                                                     | 4                | 18                | 13               | 24                 | 18               | 21                 | 39               | 29              | 32               |
| % of students at level 3 or above | Initial | 6                                                      | .                | .                 | 15               | 13                 | 6                | 10                 | 5                | 3               | .                |
|                                   | Final   | 6                                                      | .                | 6                 | 23               | 38                 | 11               | 33                 | 13               | 21              | 3                |
| % of students at level 2 or above | Initial | 6                                                      | 25               | 22                | 61               | 42                 | 28               | 39                 | 23               | 17              | 16               |
|                                   | Final   | 6                                                      | 25               | 45                | 54               | 54                 | 55               | 62                 | 54               | 59              | 44               |
| % of students at level 1 or above | Initial | 73                                                     | 50               | 61                | 76               | 80                 | 67               | 77                 | 59               | 59              | 38               |
|                                   | Final   | 73                                                     | 50               | 73                | 62(a)            | 88                 | 94               | 81                 | 85               | 83              | 72               |

(a) Ratings not available for some students.

There were some reservations about using Item 5 with Indo-Chinese students since their 'first name' (i.e. given name) follows their family name. In marking the test, their answer was scored correct if either given name or family appeared in the appropriate place but not if both names appeared. Frequently, Indo-Chinese given names have two components and answers consisting of two given names were also accepted.

A further reservation related to Item 4 where the word 'box' could perhaps more appropriately be named a 'square'.

Despite these reservations, the five items were used since they could provide a guide to the degree to which Contingency Program students could understand spoken instructions on two occasions in the program. Their scores could also be related to norming data for 10- and 14-year-old Australian students.

Table 5.7 presents results for the listening tasks as percentages of students at Week 8 and at Week 20 (designated as 'total group') at each school level in Sydney and Melbourne who correctly carried out the task for each item. It also shows the comparative percentages for those students to whom the questions were applied both at Week 8 and Week 20 (designated as 'common group').

The numbers of students still in the sample at Week 8 and Week 20 are presented in line A of the table; they are lower for Week 20 than for Week 8 not only because students had left the program in the intervening period but because the testing program was terminated before students in Cohort 3 had spent twenty weeks in the Contingency Program. It will be noted that the numbers tested in the total group represent only about one-half to two-thirds of the numbers still in the sample; the discrepancies are due to absences, interviewers' judgments not to administer the test in the light of students' lack of understanding of English, failure to record all students who were unable to answer any items correctly, and missed cases. The percentages for the total group at Week 8 and Week 20 are therefore not comparable, and may be overestimates of the percentage of the students able to answer the items correctly. A clearer picture of the extent of improvement from Week 8 to 20 in answering these items is available for students who answered the items at both Week 8 and Week 20, that is, the common group.

Apart from some anomalous reversals in the Sydney primary sample, Table 5.7 reflects a general although usually not spectacular improvement in the percentage of students answering the items correctly in Week 20 compared with Week 8. In general, secondary level students were a little more proficient in these tasks than primary level students, though they were surpassed by primary students in some items; Sydney students tended to be better than Melbourne students in most items. Not too much can be made of these differences, because of small sample sizes and possible interviewer differences in test administration. It is clear, however, that except for the item requiring students to insert features on a boy's face, refugee students at Week 20 were still far below the performance levels of a national sample of 10-year-old and 14-year-old Australian students tested in October 1978 in the ACER Oracy Study; virtually all students in the latter study obtained a near maximum score on these items. The shortfall in the proficiency of the refugee students in these listening items was confirmed by an analysis of the mean scores for each group, obtained by summing the number of correct scores for each student on the five items. These mean scores can be compared directly with the mean scores for 14-year-old Australian students on these items and with the estimated mean for 10-year-old Australian students, as calculated from data provided in Appendix 4 in *Oracy in Australian Schools* (Bourke et al. 1980); both sets of mean scores are presented in Table 5.8.



Table 5.7

Number and percentage of students giving correct answers to items from test of understanding spoken instructions (listening)

|                                                                               | Sydney<br>primary |            | Melbourne<br>primary |            | Sydney<br>secondary |            | Melbourne<br>secondary |            |
|-------------------------------------------------------------------------------|-------------------|------------|----------------------|------------|---------------------|------------|------------------------|------------|
|                                                                               | Week<br>8         | Week<br>20 | Week<br>8            | Week<br>20 | Week<br>8           | Week<br>20 | Week<br>8              | Week<br>20 |
| (A) Number still<br>in sample                                                 | 84                | 32         | 90                   | 64         | 92                  | 57         | 102                    | 77         |
| <i>Item 1: Draw a circle around the number 2</i>                              |                   |            |                      |            |                     |            |                        |            |
| Total group                                                                   |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 55                | 64         | 42                   | 79         | 54                  | 71         | 39                     | 46         |
| No. tested                                                                    | (53)              | (14)       | (59)                 | (47)       | (41)                | (31)       | (71)                   | (59)       |
| Common group                                                                  |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 89                | 67         | 32                   | 81         | 60                  | 90         | 32                     | 59         |
| No. tested                                                                    | (9)               | (9)        | (31)                 | (31)       | (10)                | (10)       | (44)                   | (44)       |
| <i>Item 2: Put two eyes on the boy's face</i>                                 |                   |            |                      |            |                     |            |                        |            |
| Total group                                                                   |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 81                | 79         | 71                   | 96         | 88                  | 90         | 76                     | 86         |
| No. tested                                                                    | (53)              | (14)       | (59)                 | (47)       | (41)                | (31)       | (71)                   | (59)       |
| Common group                                                                  |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 100               | 89         | 71                   | 97         | 90                  | 100        | 68                     | 89         |
| No. tested                                                                    | (9)               | (9)        | (31)                 | (31)       | (10)                | (10)       | (44)                   | (44)       |
| <i>Item 3: Draw a line underneath the letters C, D</i>                        |                   |            |                      |            |                     |            |                        |            |
| Total group                                                                   |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 30                | 36         | 14                   | 34         | 41                  | 68         | 30                     | 42         |
| No. tested                                                                    | (53)              | (14)       | (59)                 | (47)       | (41)                | (31)       | (71)                   | (59)       |
| Common group                                                                  |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 44                | 56         | 10                   | 42         | 40                  | 80         | 16                     | 50         |
| No. tested                                                                    | (9)               | (9)        | (31)                 | (31)       | (10)                | (10)       | (44)                   | (44)       |
| <i>Item 4: Draw a circle in the empty box at the bottom of the page</i>       |                   |            |                      |            |                     |            |                        |            |
| Total group                                                                   |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 19                | 36         | 10                   | 23         | 20                  | 45         | 20                     | 17         |
| No. tested                                                                    | (53)              | (14)       | (59)                 | (47)       | (41)                | (31)       | (71)                   | (59)       |
| Common group                                                                  |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 11                | 56         | 0                    | 29         | 30                  | 90         | 11                     | 23         |
| No. tested                                                                    | (9)               | (9)        | (31)                 | (31)       | (10)                | (10)       | (44)                   | (44)       |
| <i>Item 5: Write your first name in the top right-hand corner of the page</i> |                   |            |                      |            |                     |            |                        |            |
| Total group                                                                   |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 23                | 7          | 17                   | 40         | 41                  | 58         | 34                     | 39         |
| No. tested                                                                    | (53)              | (14)       | (59)                 | (47)       | (41)                | (31)       | (71)                   | (59)       |
| Common group                                                                  |                   |            |                      |            |                     |            |                        |            |
| % correct                                                                     | 44                | 11         | 10                   | 52         | 30                  | 60         | 27                     | 46         |
| No. tested                                                                    | (9)               | (9)        | (31)                 | (31)       | (10)                | (10)       | (44)                   | (44)       |

**Table 5.8**

**Mean score on five items from listening task (understanding instructions) used in ACER Oracy Study**

|                 |      | <i>Sydney<br/>primary</i> |            | <i>Melbourne<br/>primary</i> |            | <i>Sydney<br/>secondary</i> |            | <i>Melbourne<br/>secondary</i> |            |
|-----------------|------|---------------------------|------------|------------------------------|------------|-----------------------------|------------|--------------------------------|------------|
|                 |      | Week<br>8                 | Week<br>20 | Week<br>8                    | Week<br>20 | Week<br>8                   | Week<br>20 | Week<br>8                      | Week<br>20 |
| Total group     | Mean | 2.15                      | 2.21       | 1.54                         | 2.72       | 2.44                        | 3.32       | 1.99                           | 2.31       |
|                 | N    | (53)                      | (14)       | (59)                         | (47)       | (41)                        | (31)       | (71)                           | (59)       |
| Common<br>group | Mean | 2.89                      | 2.78       | 1.23                         | 3.00       | 2.50                        | 4.20       | 1.55                           | 2.66       |
|                 | N    | (9)                       | (9)        | (31)                         | (31)       | (10)                        | (10)       | (44)                           | (44)       |
| Australian norm |      | 10-year-old norm: 4.6     |            |                              |            | 14-year-old norm: 4.8       |            |                                |            |

In almost all groups, the mean scores of the refugee students on these listening task items at Week 20 were far below the Australian norms for the task. It was suggested in the ACER Oracy Study that students who could not do these tasks successfully would not be able to function effectively in classrooms. On the results presented above, the refugee students even at Week 20 would appear to fall into this category.

### **Improvement in proficiency in completing simple printed forms**

At each of the five testing sessions, students were asked to complete the following form in writing, without assistance from the interviewer.

Name    Family name \_\_\_\_\_  
                  Given names \_\_\_\_\_  
 Address \_\_\_\_\_  
                  \_\_\_\_\_  
                  \_\_\_\_\_  
                  State \_\_\_\_\_ Postcode \_\_\_\_\_  
 Date of birth \_\_\_\_\_  
 Sex \_\_\_\_\_  
 Country of birth \_\_\_\_\_  
 School \_\_\_\_\_  
 Class \_\_\_\_\_

Except for the substitution of 'class' for 'signature', the form was similar to that used in the literacy tests 10R and 14R developed by the ACER for its survey *Australian Studies in School Performance* (Keeves, Bourke et al. 1976). A more detailed account has been given earlier in this chapter.

ACER guidelines were followed in marking. Each correct item was awarded one mark. No credit was given for Item 1 (Family name) if given names were included with the family name. Similarly on Item 2 (Given names) no credit was given if family name was included. In Item 3 (Address), sufficient detail for postal purposes was needed before a mark could be scored (i.e. house number, street, suburb and State or postcode, or hostel name, street, suburb and State or postcode). Item 4 (Date of birth) had to include year of birth. For Item 5 (Sex) male, female, boy, girl and M/F, were acceptable. Provided it was recognisable as the appropriate country, Item 6 (Country of birth) was given one mark. For Item 7 (School), students had to write a recognisable version of the name of the school. For Item 8 (Class), either the appropriate class number or room number could be given or the teacher's name in a recognisable spelling. Throughout the form, comprehensibility of information was used as the guideline for acceptability of spelling.

The percentage of primary and secondary students in Sydney and Melbourne who completed each item correctly are given in Table 5.9, together with the 1975 Australian norms for 10- and 14-year-old children, and the corresponding 1975 norms for students from homes where no English was spoken. Direct comparison of percentages correct for each item across the five testing sessions (Weeks 2 to 26) could be misleading since students staying in the program for differing periods of time may have differed in initial language proficiency. Table 5.9 therefore shows the percentage of the total sample of students answering each item correctly at Week 2, the percentage of students completing the form at both Weeks 2 and 8 who answered the items correctly at Week 2 and the percentage answering the items correctly at Week 8 and so on. For example, 7 per cent of the ninety-five Melbourne primary students could write their family name at Week 2. Of the ninety students remaining in the sample at Week 8, sixty-three completed the form at both Weeks 2 and 8; 10 per cent of these sixty-three could write their family name at Week 2 and 18 per cent at Week 8. Similarly, of the fifty-two students who completed the form at both Week 2 and Week 14, 8 per cent could write their family name at Week 2 and 44 per cent at Week 14.

Attention should be drawn to certain features of Table 5.9 before the results are interpreted. The number of students who completed the form in each of the specified pair of weeks (e.g. sixty-three for Week 2 and Week 8 in the Melbourne primary sample) is usually smaller than the number remaining in the sample at the latter testing period (i.e. ninety for the Melbourne primary sample). This discrepancy is a result of non-administration of the forms because of absences of students and judgments on the part of the Melbourne interviewers in particular that the student was not sufficiently literate at Week 2 to answer any items on the form. The percentages in rows 2 to 5 of each of the four sections of the table are therefore likely to be overestimates of the percentages of students in the complete samples who could answer these items correctly.

A second feature of the table relates to the percentages listed under column (a) for each of the items. These percentages give some indication of the extent of variation in the initial language proficiency of the groups of students who remained in the program for differing periods of time. In the Sydney primary sample, for instance, the first four groups were of roughly equal initial proficiency for providing their family name, as represented by 13 per cent, 17 per cent, 15 per cent and 18 per cent, although the group staying until Week 26 were somewhat more proficient (31 per cent). On most other items, the initial proficiency levels tended to be slightly lower for those staying for twenty weeks in the program than for those staying for shorter or longer periods. Initial proficiency levels were fairly even at Week 2 for most items for the Melbourne primary sample. They were also fairly even at Week 2 for most items

for the secondary samples in Sydney and Melbourne, except for the groups staying until Week 26, whose initial proficiency levels tended to be slightly lower. There is no strong evidence in the table, however, to suggest that students staying longer in the program were initially less proficient than those leaving earlier.

Table 5.9 shows that there was very little improvement in the ability of the Sydney primary students to write their name, address, date of birth or sex during their period in the Contingency Program, regardless of the length of that period; a greater improvement was noticeable for writing country of birth, name of school and class. In the Melbourne primary sample, there was some improvement in proficiency in answering all of the items except date of birth and sex. The final levels of proficiency represented by the percentages in the (b) columns for the primary samples, however, are far below the norms for Australian 10-year-old students. At the end of their stay in the Contingency Program, the primary level students were largely unable to complete the items in the form correctly.

At the secondary level, students were more proficient initially in this form filling task, though Melbourne secondary students were less proficient in most items than those in Sydney. There were notable improvements in proficiency over the duration of the program among the Sydney students in all items and also among the Melbourne students, except for indicating their sex. In the items requiring the completion of their name, date of birth, name of school and class, the proficiency of the Sydney students at the end of their stay in the program was not too far below the almost perfect levels attained by the Australian 14-year-old sample. Although the Melbourne secondary students showed improvement in proficiency in answering the items, they generally commenced from lower initial proficiency levels (except for address and sex) than the Sydney students, and at the end of their stay in the program, they were still a considerable distance below the Australian norming levels. The only instance in which the refugee students equalled or surpassed the Australian norming levels was in supplying the name of their school, but this is a result of a very stringent criterion for regarding the item as correct in the Australian norming sample. In both primary and secondary samples, the students seemed to have much more difficulty in indicating their address and sex than in answering the other items. The difference in the proficiency levels of Sydney and Melbourne secondary students could be a reflection, of course, of the amount of specific instruction devoted to such items in the two States.

### **Improvement in proficiency in reading comprehension**

One type of measure used to assess growth in proficiency in written English was the cloze reading comprehension test, selected for the reasons indicated earlier in this chapter. These tests were also administered at regular six-weekly intervals to the students entering and remaining in the Contingency Program during the data collection phase of the study.

In the original design of the study, identical cloze tests were to be administered over two successive occasions (e.g. Weeks 2, 8; 8, 14; 14, 20) in order to trace improvement in terms of actual test scores. To counter the possible effect of memory of test content on these occasions, the design also provided for the application of different but 'equivalent' tests on successive occasions. Comparison of scores on repeated and equated tests from occasion to occasion was expected to give an index of the rate of growth in reading comprehension, which could be compared for different State and ethnic groups, and so on. The development of equivalent pairs of cloze reading comprehension tests and the equating of scores on these tests is described briefly on page 51.

**Table 5.9**  
**Percentage of refugee students correctly filling in items on a simple printed form after varying amounts of time in Contingency Program**

|                                    |         |       |       | Family name           |       | Given names |       | Address |       | Date of birth |       | Sex   |       | Country of birth |       | School |       | Class |       |   |  |
|------------------------------------|---------|-------|-------|-----------------------|-------|-------------|-------|---------|-------|---------------|-------|-------|-------|------------------|-------|--------|-------|-------|-------|---|--|
| (a)                                | (b)     | N (c) | N (d) | (a) %                 | (b) % | (a) %       | (b) % | (a) %   | (b) % | (a) %         | (b) % | (a) % | (b) % | (a) %            | (b) % | (a) %  | (b) % | (a) % | (b) % |   |  |
| Sydney primary sample              |         |       |       |                       |       |             |       |         |       |               |       |       |       |                  |       |        |       |       |       |   |  |
| Week 2                             | —       | 100   | —     | 13                    | —     | 19          | —     | 0       | —     | 15            | —     | 6     | —     | 7                | —     | 4      | —     | 21    | —     |   |  |
| Week 2                             | Week 8  | 84    | 78    | 17                    | 15    | 21          | 24    | 0       | 0     | 18            | 22    | 8     | 8     | 8                | 30    | 5      | 13    | 22    | 35    |   |  |
| Week 2                             | Week 14 | 55    | 47    | 15                    | 11    | 21          | 23    | 0       | 0     | 11            | 17    | 4     | 6     | 4                | 15    | 4      | 23    | 13    | 55    |   |  |
| Week 2                             | Week 20 | 24    | 22    | 18                    | 23    | 27          | 32    | 0       | 5     | 0             | 5     | 0     | 0     | 0                | 27    | 0      | 27    | 14    | 68    |   |  |
| Week 2                             | Week 26 | 17    | 13    | 31                    | 54    | 39          | 54    | 0       | 0     | 8             | 23    | 0     | 23    | 8                | 54    | 0      | 54    | 23    | 85    |   |  |
| Melbourne primary sample           |         |       |       |                       |       |             |       |         |       |               |       |       |       |                  |       |        |       |       |       |   |  |
| Week 2                             | —       | 95    | —     | 7                     | —     | 11          | —     | 5       | —     | 21            | —     | 10    | —     | 10               | —     | 4      | —     | 11    | —     |   |  |
| Week 2                             | Week 8  | 90    | 63    | 10                    | 18    | 13          | 24    | 8       | 8     | 30            | 24    | 13    | 13    | 13               | 18    | 6      | 18    | 14    | 25    |   |  |
| Week 2                             | Week 14 | 82    | 52    | 8                     | 44    | 10          | 33    | 4       | 21    | 33            | 27    | 12    | 12    | 12               | 19    | 4      | 19    | 14    | 40    |   |  |
| Week 2                             | Week 20 | 57    | 40    | 3                     | 38    | 5           | 38    | 0       | 18    | 25            | 25    | 10    | 18    | 13               | 18    | 3      | 25    | 13    | 40    |   |  |
| Week 2                             | Week 26 | 16    | 12    | 8                     | 75    | 8           | 58    | 0       | 25    | 25            | 33    | 17    | 25    | 8                | 33    | 0      | 50    | 25    | 50    |   |  |
| Australian 10-year-old norms, 1975 |         |       |       | Total sample          |       | 92          |       | 87      |       | 81            |       | 60    |       | 91               |       | 87     |       | 96    |       | — |  |
|                                    |         |       |       | Homes without English |       | 93          |       | 81      |       | 83            |       | 51    |       | 99               |       | 77     |       | 77    |       | — |  |
| Sydney secondary sample            |         |       |       |                       |       |             |       |         |       |               |       |       |       |                  |       |        |       |       |       |   |  |
| Week 2                             | —       | 110   | —     | 48                    | —     | 52          | —     | 6       | —     | 54            | —     | 25    | —     | 37               | —     | 49     | —     | 63    | —     |   |  |
| Week 2                             | Week 8  | 92    | 75    | 53                    | 81    | 52          | 80    | 7       | 21    | 56            | 73    | 24    | 45    | 41               | 61    | 47     | 77    | 65    | 77    |   |  |
| Week 2                             | Week 14 | 74    | 67    | 51                    | 84    | 54          | 81    | 6       | 39    | 54            | 72    | 25    | 49    | 39               | 58    | 48     | 82    | 66    | 84    |   |  |
| Week 2                             | Week 20 | 50    | 42    | 45                    | 86    | 48          | 76    | 7       | 60    | 52            | 79    | 21    | 60    | 31               | 64    | 41     | 86    | 50    | 86    |   |  |
| Week 2                             | Week 26 | 29    | 26    | 42                    | 73    | 39          | 81    | 4       | 69    | 46            | 65    | 12    | 46    | 23               | 54    | 39     | 89    | 42    | 85    |   |  |

*Melbourne secondary sample*

|                                     |         |     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-------------------------------------|---------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Week 2                              | —       | 106 | —  | 27 | —  | 32 | —  | 22 | —  | 44 | —  | 26 | —  | 32 | —  | 27 | —  | 22 | —  |
| Week 2                              | Week 8  | 102 | 86 | 30 | 47 | 37 | 57 | 24 | 34 | 47 | 54 | 28 | 33 | 34 | 41 | 30 | 49 | 23 | 28 |
| Week 2                              | Week 14 | 89  | 71 | 30 | 58 | 35 | 62 | 18 | 47 | 44 | 59 | 24 | 30 | 30 | 47 | 31 | 59 | 27 | 48 |
| Week 2                              | Week 20 | 71  | 60 | 25 | 60 | 25 | 67 | 12 | 37 | 42 | 60 | 20 | 37 | 23 | 43 | 22 | 67 | 23 | 57 |
| Week 2                              | Week 26 | 32  | 28 | 21 | 64 | 21 | 61 | 14 | 36 | 36 | 54 | 21 | 25 | 14 | 43 | 14 | 61 | 7  | 43 |
| Australian 14-year-old Total sample |         |     |    | 99 | 97 | 97 | 96 | 99 | 95 | 62 | —  |    |    |    |    |    |    |    |    |
| norms, 1975 Homes without English   |         |     |    | 99 | 99 | 81 | 77 | 95 | 85 | 48 | —  |    |    |    |    |    |    |    |    |

(c) Number still in sample at later of the two weeks.

(d) Number to whom form was administered in both of the designated weeks.



In the event, it did not prove possible to trace growth in reading comprehension through the use of raw and equated scores to anything like the extent intended. There were several reasons for this. One significant reason was the relatively short stay of substantial numbers of refugee students in their initial period of training in the Contingency Program. Another was the relatively large number of students whose proficiency in reading comprehension remained minimal throughout their stay in the program; on each occasion they were either judged to be unable to take the test at all, or scored 0 or 1 on the tests they did take. A third reason arose out of the flexibility given to testers in Sydney and Melbourne in the selection of the tests to be applied; the procedural variations (see Appendix 11) which were introduced to avoid students being given too many tests or tests which were well beyond their capacity were not always interpreted in the same way, with the result that there were too many gaps in the data for the application of standard types of repeated measures analyses on the same tests or equated tests. Given these difficulties, and the further difficulty of any normative interpretation of the actual test score scales, a different form of presentation was developed to portray the extent of growth in cloze reading comprehension and the status of students in reading comprehension at the time they joined the program and at the time they left it.

This form of presentation was designed to highlight two features of the reading comprehension data. Firstly, how did the performance of the refugee students compare with that of the native-speaking students at different grade levels in the two Sydney schools in which the cloze tests had been applied for equating purposes? Secondly, how much progress in reading comprehension was discernible for students spending varying amounts of time in the Contingency Program, e.g. less than eight weeks compared with twenty-six weeks.

The data relating to improvement in cloze reading comprehension are presented in Tables 5.10 and 5.11. Each student was assigned a reading comprehension grade level on each occasion of testing. Where a student took two or three cloze tests on the one occasion, as was commonly the case, he/she was assigned the highest grade level to which the cloze test scores entitled him/her; if one score placed the student below Grade 2, one at Grade 2 and one at Grade 3, the student would be assigned a reading comprehension level of Grade 3. This is likely to be a generous interpretation of the student's reading comprehension level, since it not only gave students the benefit of their best performance but it may also have been based on a test which they had already taken six weeks earlier. If a student's score on a cloze test equalled or exceeded the mean score of the Year 5 students in the two Sydney norming schools, his/her reading comprehension level was designated as Year 5 or above. If the student's score were equal to or greater than the mean score of the Year 3 students in these schools, but less than the Year 5 mean score, he/she was designated as being between Year 3 and Year 5 in reading comprehension. Other grade levels were defined similarly, except for the 'Below Year 2' category which comprised cloze test scores greater than 1 but less than the mean score on the relevant cloze test for Year 2 students in the norming sample. Since some refugee students showed little if any improvement in reading comprehension during their time in the program, it was thought useful to establish separate categories for those with minimal levels of reading comprehension, defined by a score of 0 or 1 on a cloze test, and for those who were judged to be incapable of taking the tests.

The reading comprehension levels employed in Tables 5.10 and 5.11 can be regarded as approximate only, as they are based on only three to four classes of students in two Sydney schools, in a middle-class and a lower-class socio-economic area respectively. The tests were applied in these schools, however, at the end of February; thus the Year 2 mean represents the average performance of students who

had been in that grade for only one month. From this point of view, Tables 5.10 and 5.11 are therefore likely to overstate rather than understate the reading comprehension level of the refugee students. There may be a counteracting effect, however, in that the table can only show the results of the refugee students on the last cloze tests they took before leaving the program. For instance, students who were in the program at Week 8 but had left by Week 14 may have been in the program for between eight and thirteen weeks, but their reading comprehension levels would be based on their performance at Week 8. It has also to be remembered that some students would have received further aid in other schools under the Contingency Program after their initial period in the program.

The method of interpretation for Tables 5.10 and 5.11 is similar to that explained earlier for Tables 5.4 and 5.5. Since the score levels used in Tables 5.10 and 5.11 are defined in a different way from the oral English proficiency levels, a detailed interpretation of the present tables is illustrated for the Sydney primary sample.

Of the sixteen students in the Sydney primary sample who were in the program for only two to seven weeks (i.e. they had left before the Week 8 testing), one scored above the Year 3 mean on a cloze test at the initial Week 2 testing, one obtained a score greater than 1 on the cloze test but below the Year 2 mean, four obtained test scores of 0 or 1 on the cloze test, and ten were judged to be incapable of taking the test. Since the students had left the program before the next administration of the cloze tests at Week 8, no further data on their cloze reading comprehension were available, hence their leaving levels of reading comprehension were taken to be the same as their entry levels. Of the thirty-one students in the Sydney primary sample who spent fourteen to nineteen weeks in the program, two had initial reading comprehension levels of Year 2, three below Year 2 but above a cloze score of 1, fourteen a cloze test score of 0 or 1, and twelve were judged to be incapable of taking the test. After fourteen to nineteen weeks, three of these students had attained reading comprehension levels of Year 2 or above, twenty were below Year 2 but above a cloze score of 1, four were still scoring only 0 or 1 on cloze tests, and only four were considered incapable of taking the test; the data thus represent a general though not substantial improvement in reading comprehension levels over this period. Of those leaving after fourteen to nineteen weeks, the percentage with reading comprehension levels of Year 2 or above had increased from 6 per cent to 9 per cent; the percentage with reading comprehension levels below Year 2 but above a cloze score of 1 had increased from 10 per cent to 70 per cent while the percentage scoring 0 or 1 or judged to be incapable of taking the test had decreased from 84 per cent to 22 per cent. For summary purposes, the initial and leaving or final levels of reading comprehension have been aggregated for the various lengths of stay and presented in the final two columns of the table.

The form of presentation of the Melbourne primary sample data and both Sydney and Melbourne secondary samples is the same as for the Sydney primary sample, except that a further category of 'Other' has had to be introduced to cover students who were missed in testing because of absence or other reasons.

As expected, the initial level of performance of the primary samples (as set out in the penultimate column of Table 5.10) was low. Only 10 per cent of the Sydney sample and 7 per cent of the Melbourne sample scored at Year 2 level or above on cloze reading comprehension when they entered the program; indeed, only 22 per cent of the Sydney sample and 31 per cent of the Melbourne sample could obtain a cloze raw score greater than 1. At the secondary level, (see Table 5.11), the position was a little better. Thirty-five per cent of the Sydney sample and 27 per cent of the Melbourne sample scored at Year 2 level or above on cloze on entry to the program. Only 15 per cent of the Sydney sample and 12 per cent of the Melbourne sample

Table 5.10

Reading comprehension levels of refugee students in primary samples in Sydney and Melbourne, after varying amounts of time in Contingency Program

| Level of<br>cloze reading<br>comprehension | Length of initial period in Contingency Program |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
|--------------------------------------------|-------------------------------------------------|--------------------------|------------------|--------------------------|------------------|--------------------------|----------------------------------------|------------------|--------------------------|----------------------------------------|------------------|----------------|------------------|----------------|-----|
|                                            | 2 to 7 weeks                                    |                          | 8 to 13 weeks    |                          | 14 to 19 weeks   |                          |                                        | 20 to 25 weeks   |                          |                                        | 26 weeks         |                | All students     |                |     |
|                                            | Initial<br>level                                | Level<br>at last<br>test | Initial<br>level | Level<br>at last<br>test | Initial<br>level | Level<br>at last<br>test | Level of<br>continuing<br>students (a) | Initial<br>level | Level<br>at last<br>test | Level of<br>continuing<br>students (a) | Initial<br>level | Final<br>level | Initial<br>level | Final<br>level |     |
| A. Sydney primary sample                   |                                                 |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
|                                            | Numbers of students                             |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
| Yr 3 or above                              | 1                                               | 1                        |                  | 4                        | .                | .                        | .                                      | .                | .                        |                                        | 1                | .              | 1                | 1              | 7   |
| Year 2                                     | .                                               | .                        | 5                | 5                        | 2                | 2                        | 1                                      | .                | 1                        |                                        | .                | 2              | 7                | 9              | 16  |
| Below Yr 2 (b)                             | 1                                               | 1                        | 4                | 5                        | 3                | 16                       | 4                                      | 1                | .                        |                                        | 2                | 3              | 5                | 12             | 33  |
| Test score: 0, 1                           | 4                                               | 4                        | 6                | 4                        | 14               | 1                        | 3                                      | 1                | 1                        |                                        | 1                | 7              | 3                | 32             | 17  |
| Test not admin.                            | 10                                              | 10                       | 14               | 11                       | 12               | 4                        | .                                      | 5                | 1                        |                                        | .                | 5              | 1                | 46             | 27  |
| Total                                      | 16                                              | 16                       | 29               | 29                       | 31               | 23                       | 8                                      | 7                | 3                        |                                        | 4                | 17             | 17               | 100            | 100 |
|                                            | Percentages of students                         |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
| Yr 2 or above                              | 6                                               | 6                        | 17               | 31                       | 6                | 9                        |                                        | 0                | 33                       |                                        | 12               | 47             | 10               | 23             |     |
| Below Yr 2 (b)                             | 6                                               | 6                        | 14               | 17                       | 10               | 70                       |                                        | 14               | 33                       |                                        | 18               | 29             | 12               | 33             |     |
| Score 0, 1 or<br>not admin.                | 88                                              | 88                       | 69               | 52                       | 84               | 22                       |                                        | 86               | 33                       |                                        | 71               | 24             | 78               | 44             |     |

B. Melbourne primary sample

*Numbers of students*

|                  |   |   |   |   |    |    |   |    |    |    |    |    |    |    |
|------------------|---|---|---|---|----|----|---|----|----|----|----|----|----|----|
| Yr 3 or above    | . | . | . | 1 | 1  | 3  | . | .  | .  | 8  | .  | 2  | 1  | 14 |
| Year 2           | . | . | 1 | 1 | 2  | 5  | 2 | 3  | .  | 2  | .  | 2  | 6  | 12 |
| Below Yr 2 (b)   | 1 | 1 | 1 | 4 | 9  | 4  | 3 | 7  | 1  | 6  | 5  | 6  | 23 | 25 |
| Test Score: 0, 1 | . | . | 3 | 1 | 5  | 3  | . | 8  | 6  | 8  | 5  | 4  | 21 | 22 |
| Test not admin.  | 4 | 4 | 3 | . | 8  | .  | 2 | 22 | 4  | 1  | 6  | 1  | 43 | 12 |
| Other            | . | . | . | 1 | .  | 3  | . | 1  | 3  | 2  | .  | 1  | 1  | 10 |
| Total            | 5 | 5 | 8 | 8 | 25 | 18 | 7 | 41 | 14 | 27 | 16 | 16 | 95 | 95 |

*Percentages of students*

|                             |    |    |    |    |    |    |    |    |   |    |    |    |    |
|-----------------------------|----|----|----|----|----|----|----|----|---|----|----|----|----|
| Yr 2 or above               | .  | .  | 13 | 25 | 12 | 44 | 7  | .  | . | .  | 25 | 7  | 27 |
| Below Yr 2                  | 20 | 20 | 13 | 50 | 36 | 22 | 17 | 7  | . | 31 | 38 | 24 | 26 |
| Score 0, 1 or<br>not admin. | 80 | 80 | 75 | 13 | 52 | 17 | 73 | 71 | . | 69 | 31 | 67 | 36 |
| Other                       | .  | .  | .  | 12 | .  | 17 | 2  | 21 | . | .  | 6  | 1  | 11 |

(a) Level of students continuing in program.

(b) Student's score greater than 1 on a cloze test but below Year 2 mean of norming schools.

Table 5.11

Reading comprehension levels of refugee students in secondary samples in Sydney and Melbourne, after varying amounts of time in Contingency Program

| Level of<br>cloze reading<br>comprehension | Length of initial period in Contingency Program |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
|--------------------------------------------|-------------------------------------------------|--------------------------|------------------|--------------------------|------------------|--------------------------|----------------------------------------|------------------|--------------------------|----------------------------------------|------------------|----------------|------------------|----------------|-----|
|                                            | 2 to 7 weeks                                    |                          | 8 to 13 weeks    |                          | 14 to 19 weeks   |                          |                                        | 20 to 25 weeks   |                          |                                        | 26 weeks         |                | All students     |                |     |
|                                            | Initial<br>level                                | Level<br>at last<br>test | Initial<br>level | Level<br>at last<br>test | Initial<br>level | Level<br>at last<br>test | Level of<br>continuing<br>students (a) | Initial<br>level | Level<br>at last<br>test | Level of<br>continuing<br>students (a) | Initial<br>level | Final<br>level | Initial<br>level | Final<br>level |     |
| A. Sydney secondary sample                 |                                                 |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
|                                            | Numbers of students                             |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
| Yr 5 or above                              | .                                               | .                        | .                | .                        | .                | 3                        | 1                                      | .                | 1                        |                                        | 1                | .              | 7                | .              | 13  |
| Between Yr 3<br>and Yr 5                   | 1                                               | 1                        | 1                | 4                        | 6                | 5                        | 3                                      | 6                | 1                        |                                        | 6                | 2              | 6                | 16             | 26  |
| Year 2                                     | 7                                               | 7                        | 4                | 7                        | 3                | 4                        | .                                      | 2                | .                        |                                        | 3                | 6              | 10               | 22             | 31  |
| Below Year 2 (b)                           | 4                                               | 4                        | 7                | 3                        | 14               | 5                        | 1                                      | 9                | 1                        |                                        | 4                | 10             | 2                | 44             | 20  |
| Test Score: 0, 1                           | 3                                               | 3                        | 1                | 3                        | 1                | .                        | .                                      | .                | 1                        |                                        | .                | 3              | 2                | 8              | 9   |
| Test not admin.                            | 3                                               | 3                        | 5                | 1                        | .                | .                        | .                                      | 4                | .                        |                                        | 2                | 8              | 2                | 20             | 8   |
| Other                                      | .                                               | .                        | .                | .                        | .                | .                        | 2                                      | .                | 1                        |                                        | .                | .              | .                | .              | 3   |
| Total                                      | 18                                              | 18                       | 18               | 18                       | 24               | 17                       | 7                                      | 21               | 5                        |                                        | 16               | 29             | 29               | 110            | 110 |
|                                            | Percentages of students                         |                          |                  |                          |                  |                          |                                        |                  |                          |                                        |                  |                |                  |                |     |
| Yr 3 or above                              | 6                                               | 6                        | 6                | 22                       | 25               | 47                       |                                        | 29               | 40                       |                                        | 7                | 45             | 15               | 35             |     |
| Year 2                                     | 39                                              | 39                       | 22               | 39                       | 13               | 24                       |                                        | 10               | .                        |                                        | 21               | 34             | 20               | 28             |     |
| Below Yr 2 (b)                             | 22                                              | 22                       | 39               | 17                       | 58               | 29                       |                                        | 43               | 20                       |                                        | 34               | 7              | 40               | 18             |     |
| Score 0, 1 or<br>not admin.                | 33                                              | 33                       | 33               | 22                       | 4                | .                        |                                        | 19               | 20                       |                                        | 38               | 14             | 25               | 15             |     |
| Other                                      | .                                               | .                        | .                | .                        | .                | .                        |                                        | .                | 20                       |                                        | .                | .              | .                | .              |     |

B. Melbourne secondary sample

Numbers of students

|                          |   |   |    |    |    |    |   |    |    |    |    |    |     |     |
|--------------------------|---|---|----|----|----|----|---|----|----|----|----|----|-----|-----|
| Yr 5 or above            | . | . | .  | 2  | .  | 3  | . | .  | .  | 4  | .  | 3  | .   | 12  |
| Between Yr 3<br>and Yr 5 | 1 | 1 | 3  | 4  | 4  | 4  | . | 3  | 1  | 9  | 2  | 8  | 13  | 27  |
| Year 2                   | . | . | 4  | 3  | 2  | 3  | 2 | 9  | 1  | 7  | 1  | 5  | 16  | 21  |
| Below Year 2 (b)         | 1 | 1 | 4  | .  | 6  | 1  | 3 | 11 | 3  | 5  | 9  | 5  | 31  | 18  |
| Test Score: 0, 1         | 1 | 1 | 1  | .  | 2  | .  | 1 | 8  | 1  | 2  | 7  | 6  | 19  | 11  |
| Test not admin.          | 1 | 1 | 1  | 1  | 4  | 1  | . | 8  | 2  | .  | 13 | .  | 27  | 5   |
| Other                    | . | . | .  | 3  | .  | .  | . | .  | 2  | 2  | .  | 5  | .   | 12  |
| Total                    | 4 | 4 | 13 | 13 | 18 | 12 | 6 | 39 | 10 | 29 | 32 | 32 | 106 | 106 |

Percentages of students

|                             |    |    |    |    |    |    |    |    |    |    |    |    |
|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|
| Yr 3 or above               | 25 | 25 | 23 | 46 | 22 | 58 | 8  | 10 | 6  | 34 | 12 | 37 |
| Year 2                      | .  | .  | 31 | 23 | 11 | 25 | 23 | 10 | 3  | 16 | 15 | 20 |
| Below Yr 2 (b)              | 25 | 25 | 31 | .  | 33 | 8  | 28 | 30 | 28 | 16 | 29 | 17 |
| Score 0, 1 or<br>not admin. | 50 | 50 | 15 | 8  | 33 | 8  | 41 | 30 | 63 | 19 | 43 | 15 |
| Other                       | .  | .  | .  | 23 | .  | .  | .  | 20 | .  | 16 | .  | 11 |

(a) Level of students continuing in program.

(b) Student's score greater than 1 on a cloze test but below Year 2 mean of norming schools.



could score at Year 3 level or above, however, on the cloze test, so their initial reading comprehension performance was low in relation to their likely needs in secondary school.

What is the extent of improvement in reading comprehension after varying amounts of time in the initial period spent by refugee students in the Contingency Program? To assist in answering this question for the primary school samples, relevant data have been extracted from Table 5.10 and presented in Table 5.12.

Table 5.12 reveals a general improvement in cloze reading comprehension performance from initial to final testing for the varying amounts of time students spent in the program. The lower portion of the table shows that in some groups, as many as about three-quarters of the students could obtain raw comprehension scores greater than 1 after spending eight to thirteen weeks or longer in the program. This, however, is a quite undemanding standard for students likely to be entering regular classes at Year 5 level. A more realistic assessment of the improvement in reading comprehension and of the adequacy of reading comprehension levels after varying amounts of time in the program can be gained from the upper portion of Table 5.12. Although gains in the percentage of students with reading comprehension scores at Year 2 level or above ranged from 4 per cent to 35 per cent, the percentage of students attaining this level ranged from 6 per cent to only 47 per cent for the student groups spending differing amounts of time in the Contingency Program. There are no clear differences between Sydney and Melbourne samples in these results nor is improvement in performance related in any regular way to length of time in the program; the latter relationship is, however, positive and more so for Sydney than for Melbourne. What is clear is that even after twenty-six weeks in the Contingency Program, the reading comprehension levels of most of the students fall a good way short of those of the regular classes in the schools to which they would be moving.

Data relating to improvement in reading comprehension for the secondary school samples in Sydney and Melbourne are summarised in Table 5.13.

There is evidence in Table 5.13 of improvement in reading comprehension levels for both Sydney and Melbourne samples, and for refugee students spending eight weeks or more in the initial period of the Contingency Program. No consistent differences appear in the degree of improvement for the Sydney and Melbourne samples. While there are also no consistent differences for students spending differing amounts of time in the program, this does not necessarily indicate that longer stays in the program are of no benefit to reading comprehension; it may be that the better readers tend to leave the program earlier.

As with the primary samples, the main conclusion to be drawn from Table 5.13 is that the general level of reading comprehension of refugee students in the secondary samples is low even after a period of twenty-six weeks in the program. Less than 25 per cent have reached the Year 5 level, about 40 per cent have reached Year 3 level or above, and about 70 per cent have reached Year 2 level or above. The reading comprehension levels of the students in both primary and secondary samples seem likely to be well below those of their age peers in regular classes, except perhaps in those schools with a large intake of recently arrived non-native speakers of English.

### **Improvement in proficiency in dictation**

As indicated in this chapter, dictation tests were also applied at regular six-weekly intervals to provide another index of growth in understanding of English based on listening and writing skills. The same dictation test was applied on two successive occasions, and an 'equivalent' form of the test on the third occasion, to assess the

degree of improvement in actual test scores. In general, the same dictation tests were administered in Sydney and Melbourne on any one occasion. Repeated-measures analyses of actual dictation scores, however, were still subject to the problems mentioned in connection with the analysis of cloze test scores, namely the relatively large numbers judged to be incapable of taking the tests. For these reasons, and also to gain the benefit of a normative interpretation, albeit an approximate one, the data for the dictation tests have been set out in Tables 5.14 and 5.15 in the same form as was used for the cloze tests.

Again, each student was assigned, on each occasion of testing, a year level for his/her performance in dictation. This was the highest year level to which the student was entitled to on his/her raw score on any of the one, two or the three tests administered on that occasion. As before, this was likely to represent a generous interpretation of the student's level of proficiency in dictation. Despite similar counter-balancing effects to those outlined earlier for the cloze tests, the data presented in Tables 5.14 and 5.15 are likely to overstate the proficiency levels of the students in dictation rather than to understate them.

The penultimate column of Table 5.14 shows that the level of proficiency in dictation about two weeks after the time of entry to the Contingency Program was very low for the primary samples in both Sydney and Melbourne. Only 12 per cent of the Sydney sample and 20 per cent of the Melbourne sample scored at a level equivalent to Year 2 or above. The percentage scoring 0 or 1 on a fifty-word dictation test or judged to be incapable of taking the test was 66 per cent in the Sydney sample and 53 per cent in the Melbourne sample.

Comparison of the performance of the refugee students in the secondary samples with that of the norming classes on the dictation tests was not possible at the Year 2 level, as the tests applied at the secondary level had not been applied to Year 2 level students in regular school classes. Table 5.15 therefore presents initial levels of proficiency in dictation in terms of the performance of regular school students at Year 3 and Year 5 levels. The penultimate column of Table 5.15 indicates that only about one-third of the refugee students in the secondary samples in Sydney and Melbourne scored at Year 3 level or above about two weeks after entry to the Contingency Program, while about one-third were either unable to write more than one acceptable word or were judged to be incapable of taking the test.

The extent of improvement in performance on the dictation test for students in the primary and secondary samples spending varying initial periods of time in the Contingency Program is summarised in Table 5.16.

For the primary samples, Table 5.16 presents the percentage of students achieving at Year 2 level or above in dictation and the percentage gaining a dictation score of more than 1. The latter information is of limited value, as it includes raw scores as low as 2, which cannot be regarded as representing achievement of any consequence in a fifty-to-ninety-word dictation test. The more relevant information relates to the percentage of students at Year 2 level or above. The increase in this percentage from time of entry to time of leaving the initial program ranges from 3 per cent to 41 per cent. In both Sydney and Melbourne primary samples, the increase tends to become greater the longer the period spent in the program. Considering the initial differences in starting levels, no consistent differences in the amount of improvement were apparent for the Sydney and Melbourne samples. With only 24 per cent to 61 per cent of students in the primary samples scoring at Year 2 level or above, their general level of proficiency in dictation after varying periods of time in the program appears to be well below the level of the regular classes they are likely to enter.

**Table 5.12**  
**Percentage of refugee students in primary samples in Sydney and Melbourne with cloze reading comprehension test scores at or above designated levels after varying amounts of time in Contingency Program**

|                                                            |         | <i>Length of initial period in Contingency Program</i> |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|------------------------------------------------------------|---------|--------------------------------------------------------|------------------|-------------------|------------------|--------------------|------------------|--------------------|------------------|-----------------|------------------|
|                                                            |         | <i>2-7 weeks</i>                                       |                  | <i>8-13 weeks</i> |                  | <i>14-19 weeks</i> |                  | <i>20-25 weeks</i> |                  | <i>26 weeks</i> |                  |
|                                                            |         | <i>Sydney</i>                                          | <i>Melbourne</i> | <i>Sydney</i>     | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>   | <i>Melbourne</i> |
|                                                            | Total N | 16                                                     | 5                | 29                | 8                | 31                 | 25               | 7                  | 41               | 17              | 16               |
| % of students<br>at Year 2<br>level or above               | Initial | 6                                                      | -                | 17                | 13               | 6                  | 12               | 0                  | 7                | 12              | 0                |
|                                                            | Final   | 6                                                      | -                | 31                | 25               | 10                 | 40               | 29                 | 24               | 47              | 25               |
| % of students<br>with cloze raw<br>score greater<br>than 1 | Initial | 12                                                     | 20               | 31                | 26               | 16                 | 48               | 14                 | 24               | 30              | 31               |
|                                                            | Final   | 12                                                     | 20               | 48                | 75               | 74                 | 68               | 57                 | 41               | 75              | 63               |

Table 5.13

Percentage of refugee students in secondary samples in Sydney and Melbourne with cloze reading comprehension test scores at or above designated levels after varying amounts of time in Contingency Program

|                                              |         | <i>Length of initial period in Contingency Program</i> |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|----------------------------------------------|---------|--------------------------------------------------------|------------------|-------------------|------------------|--------------------|------------------|--------------------|------------------|-----------------|------------------|
|                                              |         | <i>2-7 weeks</i>                                       |                  | <i>8-13 weeks</i> |                  | <i>14-19 weeks</i> |                  | <i>20-25 weeks</i> |                  | <i>26 weeks</i> |                  |
|                                              |         | <i>Sydney</i>                                          | <i>Melbourne</i> | <i>Sydney</i>     | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>   | <i>Melbourne</i> |
| % of students<br>at Year 5<br>level or above | Total N | 18                                                     | 4                | 18                | 13               | 24                 | 18               | 21                 | 39               | 29              | 32               |
|                                              | Initial | 0                                                      | 0                | 0                 | 0                | 0                  | 0                | 0                  | 0                | 0               | 0                |
|                                              | Final   | 0                                                      | 0                | 0                 | 15               | 17                 | 17               | 10                 | 10               | 24              | 9(a)             |
| % of students<br>at Year 3<br>level or above | Initial | 6                                                      | 25               | 6                 | 23               | 25                 | 22               | 29                 | 8                | 7               | 6                |
|                                              | Final   | 6                                                      | 25               | 22                | 46               | 50                 | 39               | 43                 | 36               | 45              | 34(a)            |
| % of students<br>at Year 2<br>level or above | Initial | 44                                                     | 25               | 28                | 54               | 38                 | 33               | 38                 | 31               | 28              | 9                |
|                                              | Final   | 44                                                     | 25               | 61                | 69               | 67                 | 67               | 57                 | 56               | 79              | 50(a)            |

(a) These percentages may be depressed in value, since the relevant data were not available for approximately one-sixth of the sample.

Table 5.14

Dictation test levels of refugee students in primary schools in Sydney and Melbourne, after varying amounts of time in Contingency Program

| Level of dictation score | Length of initial period in Contingency Program |                    |               |                    |                |                    |                                  |               |                    |                                  |               |              |               |             |   |
|--------------------------|-------------------------------------------------|--------------------|---------------|--------------------|----------------|--------------------|----------------------------------|---------------|--------------------|----------------------------------|---------------|--------------|---------------|-------------|---|
|                          | 2 to 7 weeks                                    |                    | 8 to 13 weeks |                    | 14 to 19 weeks |                    | 20 to 25 weeks                   |               |                    | 26 weeks                         |               | All students |               |             |   |
|                          | Initial level                                   | Level at last test | Initial level | Level at last test | Initial level  | Level at last test | Level of continuing students (a) | Initial level | Level at last test | Level of continuing students (a) | Initial level | Final level  | Initial level | Final level |   |
|                          |                                                 |                    |               |                    |                |                    |                                  |               |                    |                                  |               |              |               |             |   |
| A. Sydney primary sample |                                                 |                    |               |                    |                |                    |                                  |               |                    |                                  |               |              |               |             |   |
|                          | Numbers of students                             |                    |               |                    |                |                    |                                  |               |                    |                                  |               |              |               |             |   |
| Yr 3 or above            | -                                               | -                  | -             | -                  | -              | -                  | -                                | -             | -                  | -                                | -             | -            | 4             | -           | 4 |
| Year 2                   | 1                                               | 1                  | 6             | 7                  | 3              | 7                  | 2                                | -             | 1                  | 1                                | 2             | 5            | 12            | 24          |   |
| Below Year 2 (b)         | 2                                               | 2                  | 3             | 8                  | 8              | 11                 | 6                                | 1             | -                  | 3                                | 7             | 2            | 21            | 32          |   |
| Test Score: 0, 1         | -                                               | -                  | 1             | -                  | 2              | -                  | -                                | 1             | 1                  | -                                | -             | 1            | 4             | 2           |   |
| Test not admin.          | 12                                              | 12                 | 19            | 14                 | 18             | 4                  | -                                | 5             | 1                  | -                                | 8             | 2            | 62            | 33          |   |
| Other                    | 1                                               | 1                  | -             | -                  | -              | 1                  | -                                | -             | -                  | -                                | -             | 3            | 1             | 5           |   |
| Total                    | 16                                              | 16                 | 29            | 29                 | 31             | 23                 | 8                                | 7             | 3                  | 4                                | 17            | 17           | 100           | 100         |   |
|                          | Percentages of students                         |                    |               |                    |                |                    |                                  |               |                    |                                  |               |              |               |             |   |
| Yr 2 or above            | 6                                               | 6                  | 21            | 24                 | 10             | 30                 | -                                | 33            | -                  | -                                | 12            | 53           | 12            | 28          |   |
| Below Yr 2 (b)           | 13                                              | 13                 | 10            | 28                 | 26             | 48                 | 14                               | -             | -                  | -                                | 41            | 12           | 21            | 32          |   |
| Score 0, 1 or not admin. | 75                                              | 75                 | 69            | 48                 | 65             | 17                 | 86                               | 67            | -                  | -                                | 47            | 18           | 66            | 35          |   |
| Other                    | 6                                               | 6                  | -             | -                  | -              | 4                  | -                                | -             | -                  | -                                | -             | 18           | 1             | 5           |   |

B. Melbourne primary sample

Numbers of students

|                  |   |   |   |   |    |    |   |    |    |    |    |    |    |    |
|------------------|---|---|---|---|----|----|---|----|----|----|----|----|----|----|
| Yr 3 or above    | - | - | 1 | 1 | -  | 6  | - | 1  | -  | 9  | -  | 5  | 2  | 21 |
| Year 2           | 1 | 1 | 2 | 3 | 7  | 5  | 2 | 5  | 2  | 6  | 3  | 4  | 18 | 23 |
| Below Year 2 (b) | - | - | 2 | 2 | 8  | -  | 3 | 6  | 8  | 7  | 5  | 6  | 21 | 26 |
| Test Score: 0, 1 | - | - | - | - | -  | -  | 2 | -  | 2  | 3  | 2  | -  | 2  | 7  |
| Test not admin.  | 4 | 4 | 3 | 1 | 10 | 4  | - | 28 | -  | -  | 6  | -  | 51 | 9  |
| Other            | - | - | - | 1 | -  | 3  | - | 1  | 2  | 2  | -  | 1  | 1  | 9  |
| Total            | 5 | 5 | 8 | 8 | 25 | 18 | 7 | 41 | 14 | 27 | 16 | 16 | 95 | 95 |

Percentages of students

|                          |    |    |    |    |    |    |    |    |  |    |    |    |    |
|--------------------------|----|----|----|----|----|----|----|----|--|----|----|----|----|
| Yr 2 or above            | 20 | 20 | 38 | 50 | 28 | 61 | 15 | 14 |  | 19 | 56 | 21 | 46 |
| Below Yr 2 (b)           | -  | -  | 25 | 25 | 32 | -  | 15 | 57 |  | 31 | 38 | 22 | 27 |
| Score 0, 1 or not admin. | 80 | 80 | 38 | 13 | 40 | 22 | 68 | 14 |  | 50 | -  | 56 | 17 |
| Other                    | -  | -  | -  | 13 | -  | 17 | 2  | 14 |  | -  | 6  | 1  | 9  |

(a) Level of students continuing in program.

(b) Student's score greater than 1 on a dictation test but below Year 2 mean of norming schools.



Table 5.15

Dictation test levels of refugee students in secondary schools in Sydney and Melbourne, after varying amounts of time in Contingency Program

| Level of dictation score   | Length of initial period in Contingency Program |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
|----------------------------|-------------------------------------------------|--------------------|---------------|--------------------|----------------|--------------------|----------------------------------|----------------|--------------------|----------------------------------|---------------|-------------|---------------|-------------|
|                            | 2 to 7 weeks                                    |                    | 8 to 13 weeks |                    | 14 to 19 weeks |                    |                                  | 20 to 25 weeks |                    |                                  | 26 weeks      |             | All students  |             |
|                            | Initial level                                   | Level at last test | Initial level | Level at last test | Initial level  | Level at last test | Level of continuing students (a) | Initial level  | Level at last test | Level of continuing students (a) | Initial level | Final level | Initial level | Final level |
| A. Sydney secondary sample |                                                 |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
|                            | Numbers of students                             |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
| Yr 5 or above              | 2                                               | 2                  | 2             | 3                  | 5              | 8                  |                                  | 1              | 3                  | 2                                | 7             | 4           | 6             | 29          |
| Between Yr 3 and Yr 5      | 2                                               | 2                  | 4             | 6                  | 3              | 2                  |                                  | •              | 3                  | •                                | 1             | 4           | 7             | 18          |
| Below Year 3 (b)           | •                                               | 7                  | 6             | 9                  | 14             | 7                  |                                  | 4              | 5                  | 2                                | 5             | 12          | 13            | 44          |
| Test Score: 0, 1           | •                                               | •                  | •             | •                  | •              | •                  |                                  | •              | •                  | •                                | •             | •           | •             | •           |
| Test not admin.            | 7                                               | 7                  | 6             | •                  | 2              | •                  |                                  | •              | 10                 | 1                                | •             | 9           | 1             | 34          |
| Other                      | •                                               | •                  | •             | •                  | •              | •                  |                                  | 2              | •                  | •                                | 3             | •           | 2             | •           |
| Total                      | 18                                              | 18                 | 18            | 18                 | 24             | 17                 |                                  | 7              | 21                 | 5                                | 16            | 29          | 29            | 110         |
|                            | Percentages of students                         |                    |               |                    |                |                    |                                  |                |                    |                                  |               |             |               |             |
| Yr 3 or above              | 22                                              | 22                 | 33            | 50                 | 33             | 59                 |                                  | 29             | 40                 |                                  | 28            | 45          | 29            | 43          |
| Below Yr 3 (b)             | 39                                              | 39                 | 33            | 50                 | 58             | 41                 |                                  | 24             | 40                 |                                  | 41            | 45          | 40            | 43          |
| Score 0, 1 or not admin.   | 39                                              | 39                 | 33            | •                  | 8              | •                  |                                  | 48             | 20                 |                                  | 31            | 3           | 31            | 8           |
| Other                      | •                                               | •                  | •             | •                  | •              | •                  |                                  | •              | •                  |                                  | •             | 7           | •             | •           |

B. Melbourne secondary sample

*Numbers of students*

|                  |   |   |    |    |    |    |   |    |    |    |    |    |     |     |
|------------------|---|---|----|----|----|----|---|----|----|----|----|----|-----|-----|
| Yr 5 or above    | 1 | 1 | 8  | 7  | 5  | 5  | . | 7  | 1  | 12 | .  | 11 | 21  | 37  |
| Between Yr 3     | 1 | 1 | 2  | 1  | 2  | 1  | . | 4  | .  | 3  | 4  | 4  | 13  | 10  |
| and Yr 5         | . | . | 1  | .  | 4  | 5  | 5 | 16 | 7  | 12 | 18 | 11 | 39  | 40  |
| Below Yr 3 (b)   | 1 | 1 | .  | .  | .  | .  | . | 4  | .  | .  | 3  | 1  | 8   | 2   |
| Test Score: 0, 1 | . | . | 1  | 1  | 7  | 1  | 1 | 8  | .  | .  | 7  | 2  | 23  | 5   |
| Test not admin.  | 1 | 1 | 1  | 4  | .  | .  | . | .  | 2  | 2  | .  | 3  | 2   | 12  |
| Other            | 4 | 4 | 13 | 13 | 18 | 12 | 6 | 39 | 10 | 29 | 32 | 32 | 106 | 106 |
| Total            |   |   |    |    |    |    |   |    |    |    |    |    |     |     |

*Percentages of students*

|                |    |    |    |    |    |    |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|----|----|----|----|----|----|
| Yr 3 or above  | 50 | 50 | 77 | 62 | 39 | 50 | 28 | 10 | 13 | 47 | 32 | 44 |
| Below Yr 3 (b) | .  | .  | 8  | .  | 22 | 42 | 41 | 70 | 56 | 34 | 37 | 38 |
| Score 0, 1 or  | 25 | 25 | 8  | 8  | 39 | 8  | 31 | .  | 31 | 9  | 29 | 7  |
| not admin.     | 25 | 25 | 8  | 31 | .  | .  | .  | 20 | .  | 9  | 2  | 11 |
| Other          |    |    |    |    |    |    |    |    |    |    |    |    |

(a) Level of students continuing in program.

(b) Student's score greater than 1 on a dictation test but below Year 3 mean of norming schools.

Table 5.16

Percentage of refugee students in primary and secondary samples in Sydney and Melbourne with dictation test scores at or above designated levels after varying amounts of time in Contingency Program

|                                           |         | <i>Length of initial period in Contingency Program</i> |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|-------------------------------------------|---------|--------------------------------------------------------|------------------|-------------------|------------------|--------------------|------------------|--------------------|------------------|-----------------|------------------|
|                                           |         | <i>2-7 weeks</i>                                       |                  | <i>8-13 weeks</i> |                  | <i>14-19 weeks</i> |                  | <i>20-25 weeks</i> |                  | <i>26 weeks</i> |                  |
|                                           |         | <i>Sydney</i>                                          | <i>Melbourne</i> | <i>Sydney</i>     | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>      | <i>Melbourne</i> | <i>Sydney</i>   | <i>Melbourne</i> |
| <i>Primary samples</i>                    |         |                                                        |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|                                           | Total N | 16                                                     | 5                | 29                | 8                | 31                 | 25               | 7                  | 41               | 17              | 16               |
| % of students at Year 2 level or above    | Initial | 6                                                      | 20               | 21                | 38               | 10                 | 28               | 0                  | 15               | 12              | 19               |
|                                           | Final   | 6                                                      | 20               | 24                | 50               | 29                 | 61               | 29                 | 41               | 53              | 56               |
| % of students with dictation raw score >1 | Initial | 19                                                     | 20               | 31                | 63               | 36                 | 60               | 14                 | 29               | 53              | 50               |
|                                           | Final   | 19                                                     | 20               | 52                | 75               | 84                 | 64               | 71                 | 78               | 65              | 94               |
| <i>Secondary samples</i>                  |         |                                                        |                  |                   |                  |                    |                  |                    |                  |                 |                  |
|                                           | Total N | 18                                                     | 4                | 18                | 13               | 24                 | 18               | 21                 | 39               | 29              | 32               |
| % of students at Year 5 level or above    | Initial | 11                                                     | 25               | 11                | 62               | 21                 | 28               | 14                 | 18               | 14              | 0                |
|                                           | Final   | 11                                                     | 25               | 17                | 54               | 38                 | 28               | 43                 | 33               | 21              | 34               |
| % of students at Year 3 level or above    | Initial | 22                                                     | 50               | 33                | 77               | 33                 | 39               | 29                 | 28               | 28              | 13               |
|                                           | Final   | 22                                                     | 50               | 50                | 62               | 46                 | 33               | 48                 | 41               | 45              | 47               |

The results for the secondary samples in the lower part of Table 5.16 again tend for the most part to show increases in the percentage of students attaining Year 3 or Year 5 levels in dictation after varying periods of time in the program. The increases, however, do not consistently favour either the Sydney or Melbourne samples, and only in the Melbourne sample do they show a positive association with time spent in the program. Generally, a little less than half of the secondary students scored at Year 3 level or above in dictation after different amounts of time in the program, and on the average, about one-third scored at Year 5 level or above. The English listening and writing skills of most of the secondary level students were again probably well below the level of those of native speakers of English in the secondary school classes to which they would be assigned after leaving the Contingency Program.

It is instructive to compare the results in Table 5.16 for dictation with those in Tables 5.12 and 5.13 for the same students. For the primary samples, the percentages of students at Year 2 level or above tended to be greater for dictation than for cloze reading comprehension. The same phenomenon was apparent for the secondary samples at Year 5 level or above and at Year 3 level or above, though less marked in the latter case. Evidently, children who are non-native speakers of English approach the comprehension levels of native speakers of English at a faster rate in dictation type tests than in the more syntactically demanding cloze tests.

It will be recalled that the dictation test scores used in the above analyses were based on an each-word marking scheme, with no penalty for spelling errors unless the latter involved a syntactic error. Separate tallies of spelling errors were kept, however, and these were used to investigate the degree to which the results would have been affected if penalties had been applied to incorrect spelling. Data were extracted for those students who had taken the relevant dictation test and achieved a score greater than or equal to 0. Table 5.17 presents the original mean score for such students, the mean score after correction for spelling errors, and the correlation between the original and corrected scores.

It is apparent from Table 5.17 that if incorrect spelling had been penalised, mean scores for the dictation tests would, on average, have been 1.5 points lower for the primary samples, and 2.2 points lower for the secondary samples. The table also reveals that the correlations between dictation scores uncorrected for spelling errors, and corrected for spelling errors, are very high, being above 0.99 in almost all instances; there is thus virtually no change in the ranking of students on proficiency in dictation if the corrected scores are used. Given the slight reduction in mean scores and these very high correlations, the results presented in this section can be regarded as applying equally to either method of marking the dictation tests.

### **Improvement in proficiency in writing simple essays**

As explained earlier in this chapter, students in the secondary samples, other than those who could not complete other written tasks and whose oral English proficiency was limited, were allowed a period of fifteen minutes in which to attempt a personal writing task at Week 2, Week 14 and Week 26. At Weeks 2 and 14 the topic was 'My trip to Australia'. The topic at Week 26 was 'My life since I came to Australia'.

The essays were rated independently on an eight-point scale by two experienced ESL markers. Their ratings were based on their general impression of the essays, guided by descriptions (see Appendix 14) of the level of language used (mostly below level 5). The markers gave identical ratings to 149 or 88 per cent of the 169 essays rated; on the other twenty essays their ratings differed by only one point. The rating assigned to the essay was the average of their two ratings.

Table 5.17

Mean dictation scores of students without and with corrections for spelling errors, and correlations between uncorrected and corrected dictation scores of students

| Test                    | Sydney mean score |    |             |           |      | Melbourne mean score |             |           |      |  |
|-------------------------|-------------------|----|-------------|-----------|------|----------------------|-------------|-----------|------|--|
|                         | Week              | N  | Uncorrected | Corrected | r    | N                    | Uncorrected | Corrected | r    |  |
| <i>Primary sample</i>   |                   |    |             |           |      |                      |             |           |      |  |
| My school               | 2                 | 37 | 19.0        | 18.1      | .997 | 44                   | 26.4        | 24.9      | .993 |  |
| My school               | 8                 | 51 | 21.3        | 20.1      | .996 | 47                   | 30.8        | 29.6      | .995 |  |
| Rusty                   | 8                 | 39 | 29.7        | 28.0      | .992 | 28                   | 44.6        | 42.4      | .981 |  |
| Rusty                   | 14                | 32 | 32.3        | 30.5      | .991 | 32                   | 43.3        | 41.9      | .993 |  |
| My new school           | 14                | 42 | 30.4        | 28.6      | .995 | 61                   | 29.6        | 28.6      | .998 |  |
| Farm                    | 14                | 17 | 32.1        | 30.5      | .994 | 17                   | 70.6        | 69.1      | .991 |  |
| My new school           | 20                | 17 | 34.2        | 32.9      | .995 | —                    | —           | —         | —    |  |
| Blackie                 | 20                | 14 | 39.4        | 37.6      | .997 | 47                   | 36.0        | 35.0      | .997 |  |
| Farm                    | 20                | 9  | 45.7        | 43.4      | .994 | 13                   | 72.3        | 71.3      | .992 |  |
| Farm                    | 26                | 10 | 52.8        | 50.8      | .997 | 15                   | 47.9        | 45.9      | .996 |  |
| Rain                    | 26                | 10 | 39.8        | 38.2      | .998 | —                    | —           | —         | —    |  |
| <i>Secondary sample</i> |                   |    |             |           |      |                      |             |           |      |  |
| Tim                     | 2                 | 76 | 63.1        | 60.2      | .994 | 78                   | 57.4        | 54.1      | .996 |  |
| Tim                     | 8                 | 78 | 64.0        | 61.3      | .996 | 77                   | 61.9        | 58.6      | .995 |  |
| Peter                   | 8                 | 67 | 48.0        | 46.0      | .996 | 52                   | 50.6        | 48.6      | .998 |  |
| Peter                   | 14                | 57 | 52.7        | 51.0      | .996 | 47                   | 56.9        | 55.0      | .998 |  |
| Dan                     | 14                | 62 | 57.4        | 55.9      | .997 | 65                   | 53.8        | 51.8      | .997 |  |
| Shop                    | 14                | 42 | 63.1        | 61.8      | .997 | 20                   | 71.4        | 69.4      | .993 |  |
| Shop                    | 20                | 42 | 61.6        | 59.7      | .997 | 23                   | 69.3        | 66.9      | .989 |  |
| Maria                   | 20                | 38 | 55.2        | 53.8      | .997 | 64                   | 49.0        | 48.0      | .999 |  |
| Maria                   | 26                | 26 | 52.0        | 50.5      | .997 | —                    | —           | —         | —    |  |
| TV                      | 26                | 26 | 59.2        | 55.4      | .996 | 14                   | 72.9        | 69.9      | .990 |  |
| Shop                    | 26                | —  | —           | —         | —    | 26                   | 54.0        | 52.4      | .997 |  |

Table 5.18 presents, for various groups, the percentage of students rated 3 or above, and below 3, together with the range of the ratings and the mean and standard deviation of the ratings. Because of the criteria applied to determine whether a student would be asked to write the essay, and the smaller numbers of students in the later stages of the program, comparisons of ratings at Weeks 2, 14 and 26 are unlikely to be valid for the total group. A more satisfactory indication of the level of proficiency in the essay writing tasks and of the degree of improvement during the program is given by the results presented for the common groups, i.e. students who wrote the essay both at Week 2 and Week 14, at Week 14 and Week 26, and so on, even though the numbers of students in these groups are very small.

The results for the common groups in Table 5.18 show a clear rise in mean rating from Week 2 to Week 14, from Week 14 to Week 26, and from Week 2 to Week 26. The extent of the improvement tended to be larger in Sydney than in Melbourne, as did both the initial and final mean ratings, but the numbers of students involved were too small to establish any reliable differences in the two samples. The mean ratings provide a more reliable indication of improvement than do the relative percentages above and below a rating of 3.

While there is evidence of substantial improvement in the proficiency of the students in writing simple essays over a six-month period in the Contingency Program, the quality of the essays at the end of this period as judged by the samples

given in Appendix 14, can be regarded as being well below that of most Australian students in the classes into which the refugee students would be moving, despite the fact that no comparative data on these essays topics were collected for Australian students. The real level of writing proficiency of refugee students when they left the program can be taken to be even lower than the levels indicated in the table, since there were substantial numbers of children at Week 26 to whom the task was not administered because of their very low levels of proficiency in other written and oral tasks.

**Table 5.18**  
**Proficiency levels of students in Sydney and Melbourne secondary samples on essay writing task**

| Rating                                    | Sydney secondary |         |         | Melbourne secondary |         |         |
|-------------------------------------------|------------------|---------|---------|---------------------|---------|---------|
| Total group rated                         | Week 2           | Week 14 | Week 26 | Week 2              | Week 14 | Week 26 |
| N                                         | 45               | 21      | 12      | 19                  | 51      | 22      |
| 3 or above                                | 38%              | 49%     | 58%     | 47%                 | 29%     | 14%     |
| Below 3                                   | 62%              | 52%     | 42%     | 53%                 | 71%     | 86%     |
| Range of ratings                          | 0-6              | 1-6     | 1-5     | 0-5                 | 0-4     | 0-3     |
| Mean rating                               | 2.49             | 2.74    | 2.96    | 2.45                | 1.94    | 1.86    |
| S.D.                                      | 1.38             | 1.32    | 1.34    | 1.09                | 1.15    | .83     |
| Common group, Week 2 and Week 14          |                  |         |         |                     |         |         |
| N                                         | 14               | 14      | .       | 11                  | 11      | .       |
| 3 or above                                | 29%              | 64%     | .       | 45%                 | 64%     | .       |
| Below 3                                   | 71%              | 36%     | .       | 55%                 | 36%     | .       |
| Range of ratings                          | 1-5              | 1-6     | .       | 0-5                 | 1-4     | .       |
| Mean rating                               | 2.39             | 3.14    | .       | 2.45                | 2.82    | .       |
| S.D.                                      | 1.11             | 1.41    | .       | 1.37                | 1.10    | .       |
| Common group, Week 14 and Week 26         |                  |         |         |                     |         |         |
| N                                         | .                | 5       | 5       | .                   | 13      | 13      |
| 3 or above                                | .                | 60%     | 60%     | .                   | 31%     | 23%     |
| Below 3                                   | .                | 40%     | 40%     | .                   | 69%     | 77%     |
| Range of ratings                          | .                | 1-5     | 1-5     | .                   | 0-3     | 1-3     |
| Mean rating                               | .                | 2.90    | 3.20    | .                   | 1.81    | 2.15    |
| S.D.                                      | .                | 1.34    | 1.60    | .                   | 1.07    | .72     |
| Common group, Week 2 and Week 26          |                  |         |         |                     |         |         |
| N                                         | 7                | .       | 7       | 4                   | .       | 4       |
| 3 or above                                | 29%              | .       | 57%     | —                   | .       | —       |
| Below 3                                   | 71%              | .       | 43%     | 100%                | .       | 100%    |
| Range of ratings                          | 0-3              | .       | 1-5     | 0-2                 | .       | 2-2     |
| Mean rating                               | 1.93             | .       | 3.21    | 1.25                | .       | 2.13    |
| S.D.                                      | 1.17             | .       | 1.70    | .96                 | .       | .25     |
| Common group, Week 2, Week 14 and Week 26 |                  |         |         |                     |         |         |
| N                                         | 4                | 4       | 4       | 4                   | 4       | 4       |
| Mean rating                               | 2.38             | 3.25    | 3.25    | 1.25                | 2.25    | 2.13    |
| S.D.                                      | .75              | 1.26    | 1.85    | .96                 | .96     | .25     |



## Overall improvement in proficiency in English

In the foregoing sections, the extent to which refugee students showed improvement in proficiency in English during the varying periods of time they spent in their initial stay in the Contingency Program has been examined for various aspects of oral and written English.

While there was a considerable improvement in the performance of the refugee student groups in all areas, the levels of performance attained by the students on completion of their initial period in the Contingency Program was generally well below that of the classes to which they would be moving in the regular school system. When they left the program, only about 25 per cent of the primary students and 50 per cent of secondary students had reached level 2 or above in oral language on the speaking proficiency scale, and only 20 per cent of secondary students had reached level 3 or above. Reference to the speaking proficiency scale in Appendix 6 indicates that the students' command of oral English would be inadequate for their needs in the Year 5 and Year 9 classrooms respectively. In their understanding of oral instructions at the time of leaving the program, refugee students at primary and secondary levels fell well short of the performance of 10-year-old and 14-year-old students respectively as revealed in an Australia-wide survey on oracy. Similarly, refugee students at the primary level were well below Australian norms for 10-year-olds in filling in simple items of information on printed forms; while the same was true for Melbourne secondary students in comparison with Australian norms for 14-year-olds, the secondary level refugee students in Sydney were closer to the Australian norms for supplying such information as their name, date of birth, school and class.

Reading comprehension levels were also still relatively depressed at the time the refugee students moved out of the Contingency Program. The percentage of primary level students reaching Year 2 level or above ranged between 6 per cent and 47 per cent; about 40 per cent of secondary level students had reached Year 3 level or above, and only about 25 per cent had reached Year 5 level or above. The percentage of primary level refugee students attaining a Year 2 level or above in dictation ranged between 24 per cent and 61 per cent. At the secondary level, approximately half of the students reached Year 3 level or above in dictation, and only one-third of the students reached Year 5 level or above. Finally, while secondary level students showed a substantial improvement in writing simple essays over a six-month period, the quality of their essays fell well short of the standard of writing which would be expected of students in the Year 8 or 9 classes in the regular schools to which the refugee students would soon be moving.

These analyses of the performance of the refugee students on various tasks in oral and written English have revealed an improvement in the proficiency of the students during their stay in the Contingency Program. More importantly however, they have provided clear evidence that an initial period of three months or even six months of intensive language classes in English for refugee students from Indo-Chinese countries is insufficient for bringing such students to the levels of proficiency in English which are operating in the regular school classrooms to which they will be assigned.

## Chapter 6

### Factors associated with development of proficiency in English

When refugee students from a non-western country with little or no English begin to learn English in Australia, are there any particular background factors which have a substantial effect on their rate of acquisition of English? How important, for instance, is their prior knowledge of English, or the extent of their previous schooling? Do students from one ethnic background acquire proficiency in English at a faster rate than students from another ethnic background? Do students who are taught in intensive language classes attached to existing schools in Australia become proficient in English more quickly than students who are taught in intensive language classes at centres which comprise only refugee students? Questions such as these are of practical as well as of theoretical interest. If the rate of acquisition of English varies with previous knowledge of English, with previous extent of schooling, with ethnic origin, or with the way in which the Contingency Program is conducted in different States, such factors might provide pointers not only to the most effective types of program but also to the different amounts of time students from different ethnic backgrounds and with varying degrees of previous schooling might need to spend in intensive language classes before moving on to the regular school system.

The background factors to be considered in this chapter include the following student characteristics: sex, country of origin, father's occupation in country of origin, total years of schooling in country of origin, amount of previous English study, and placement in the Sydney or Melbourne Contingency Program classes. These factors have been analysed in relation to several criteria of proficiency in English, viz. ratings of oral proficiency, performance on cloze reading comprehension tests and performance on dictation tests. Separate analyses have been carried out for three groups of students, for whom the last data available were the Week 14 data, the Week 20 data and the Week 26 data. The results of these analyses are presented in this chapter. As the numbers of students were small in some of these groups, further analyses were carried out on Week 14 oral, cloze and dictation tests for all students staying fourteen weeks or longer in the program and on the three tests at Week 20 for all students staying twenty weeks or longer in the program. The results of these analyses are set out in Appendix 15.

The relationship between the background factors and oral proficiency is presented in terms of the mean scores of contrasting categories of students at the time of entry to, and at the time of exit<sup>1</sup> from, the Contingency Program. For the cloze and dictation tests, the percentage of students in different categories attaining a given year level of performance in Australian schools on entry to and exit from the program is presented. In each of the Week 14, Week 20 and Week 26 groups, the data were analysed only for those students for whom a proficiency rating or cloze or dictation test score were available at both Week 2 and at the time of the later testing, with the

<sup>1</sup> For late cohorts, the data represent the time of last testing rather than the time of exit. For the accumulated tables in Appendix 15, the second mean or percentage represents the total number of students tested at that time, including those continuing in the program as well as those leaving it.

exception that a student's Week 2 score was set at zero if he/she was not administered the relevant oral or written test at Week 2 because of a complete lack of proficiency in English.

### Factors associated with proficiency in oral English

The mean ratings of the oral interview tapes for Week 2 (RW2) and for Week 14 (RW14), Week 20 (RW20) and Week 26 (RW26) in turn are set out in Tables 6.1 and 6.2 for the various categories to be contrasted, i.e. enrolment in Sydney vs enrolment in Melbourne, sex, country of birth etc. The numbers of students on which the means are based are also given. For example, there were forty-nine primary students either leaving after Week 14 or from late cohorts for whom the Week 14 data were the last available data; these represent the sum of the Sydney and Melbourne samples in columns 7 and 8 of Table 5.4 less those in the categories 'not administered' or 'other'. Of these forty-nine students, twenty-eight had been enrolled in Sydney and twenty-one in Melbourne, twenty-five were boys and twenty-four were girls, and so on, but data on father's occupation in country of origin were available for only forty-five of the students.

One can see that at Week 2, the average oral proficiency rating was 0.41 for the twenty-eight Sydney primary students and 0.73 for the twenty-one Melbourne primary students. This is, not unexpectedly, a very low level of oral proficiency. At Week 14, the average oral proficiency rating had risen to 1.23 for the Sydney students and to 1.51 for the Melbourne students. Can these two sets of means be regarded as indicating that the Melbourne students had a higher level of oral proficiency in English both when they entered and when they left the program?

While the mean ratings can be taken at their face value in the sense that they refer to the 1980 population of Indo-Chinese refugee students arriving in the main Sydney and Melbourne migrant reception centres at the relevant times, the generalisation of the results on the basis of such small numbers would be highly suspect. Statistical tests of significance have therefore been applied to the data; although the samples are not random, the significance tests will provide some guide to the generalisability of differences or trends.

Two types of question are of interest in the interpretation of the data in Tables 6.1 and 6.2. One concerns the comparative levels of oral proficiency of the various categories of students at the time of first testing at Week 2, and whether there are significant differences in this initial performance. In Table 6.1, for instance, the mean oral proficiency rating of 0.73 for the Melbourne primary students at Week 2 was significantly higher than the mean rating of 0.41 for the Sydney students; when differences between categories are significant at the 0.05 level, the higher means are marked with a (c) and the lower means with a (b). When more than two categories are being compared, as in years of schooling, differences among means have been tested by multiple comparison techniques in place of *t*-tests. When Sydney and Melbourne mean ratings of primary students at Week 2 are compared for the Week 20 group (0.38 vs 0.50) and Week 26 group (0.42 vs 0.45), they do not differ significantly. Further, although the difference between Week 2 means for the Week 14 group (0.41 vs 0.73) was significant, it could not be attributed to membership of the Sydney vs the Melbourne programs at this early point in the program; it would more likely have reflected differences in the ethnic composition and/or extent of previous schooling etc. of the Sydney and Melbourne groups.

In the Week 14 group in Table 6.1, a significant difference in oral proficiency rating in favour of the Melbourne group is also apparent in RW14 (1.23 vs 1.51). It is clear, however, that this difference could largely reflect the initial differences in the

performance of the two groups (0.41 vs 0.73), rather than a better rate of acquisition of oral proficiency in Melbourne than in Sydney. In fact, when the initial difference in the RW2 means is taken into account, the RW14 means for Sydney and Melbourne become 1.30 and 1.42 respectively. Significant differences at the terminating week, therefore, do not necessarily provide evidence of differing rates of improvement in oral proficiency by contrasting groups.

A second type of question has therefore been asked of the data. Is the rate of improvement in oral proficiency greater for Sydney than Melbourne, for boys than girls, for Vietnamese students, etc.? Repeated measures analyses, using a multivariate analysis of variance approach<sup>2</sup>, were used to answer this question, the significance of the interaction term between each background factor and improvement in oral proficiency from Week 2 to the terminating or later week being the crucial item of information. Probability levels for these interaction terms are given at the foot of each table. Differences in rates of improvement in oral proficiency have been accepted only if these levels are 0.05 or below. The only instance of a significant difference in rate of improvement in oral proficiency in Table 6.1 occurs for sex in the Week 20 group; the improvement from 0.38 to 1.62 for girls is significantly greater than the improvement from 0.53 to 1.25 for boys.

At the primary level, the pattern of mean scores on oral proficiency ratings in Table 6.1 suggests that neither initial nor final oral proficiency ratings differed for sex, country of birth or father's occupation. In the Week 14 group, initial proficiency ratings were lower for the Sydney than for the Melbourne students largely because the average length of previous schooling and previous study of English were greater for the Melbourne students; the lower final oral proficiency ratings of the Sydney group have been shown above to be largely accounted for by their lower initial ratings. While initial oral proficiency ratings tended to be greater for those with longer periods of previous schooling in their country of origin, the differences were not large enough to be significant. The only factor which showed a uniformly significant relationship with initial oral proficiency in English was previous study of English in country of origin and/or refugee camps. Rate of improvement in oral proficiency in English showed no uniformly significant relationship with any of the background factors, the only instance of a significant relationship occurring with sex among the Week 20 group, as indicated earlier. Appendix Table 15.1, however, which is based on substantially larger numbers of students, suggests that girls improve at a faster rate than boys both by Week 14 and by Week 20. The correlations between RW2 and RW14 (0.63), RW2 and RW20 (0.70), and RW2 and RW26 (0.42) indicate a fairly close relationship between the ranking of students on initial and final oral proficiency. Students who were the most proficient at Week 2 tended to be the most proficient when they left the program at Weeks 14, 20 or 26.

At the secondary level, the pattern of mean scores in Table 6.2 shows no strong association between initial level of oral proficiency and enrolment in Sydney or Melbourne, sex, country of birth or father's occupation, except for sex in the case of the Week 26 group and for Laotian origin compared with Vietnam and Kampuchean origin in the Week 14 group. The apparent Laotian superiority can be entirely explained, however, by the fact that the group of three students had a higher average level of previous English study than the Vietnam and Kampuchean groups. When analyses were based on larger numbers of students, as in Appendix Table 15.2, the Laotian group was not superior to the other groups. In the Week 20 and Week 26

<sup>2</sup> Appropriate caution has been taken in interpretation of results in the few instances of significantly non-homogeneous variances among groups within an oral proficiency variable. Further, students for whom data were missing on the relevant background variables were excluded from the multivariate analyses for that variable.

Table 6.1

Mean oral English proficiency ratings of primary level (9- to 11-year-old) refugee students at time of entry to and exit (a) from Contingency Program for contrasted categories of background factors

|                                                   | Week 14 group<br>(14-19 weeks in program)<br>mean ratings |        |         | Week 20 group<br>(20-25 weeks in program)<br>mean ratings |         |         | Week 26 group<br>(26 weeks in program)<br>mean ratings |     |      |
|---------------------------------------------------|-----------------------------------------------------------|--------|---------|-----------------------------------------------------------|---------|---------|--------------------------------------------------------|-----|------|
|                                                   | N                                                         | RW2    | RW14    | N                                                         | RW2     | RW20    | N                                                      | RW2 | RW26 |
| Sydney                                            | 28                                                        | .41(b) | 1.23(b) | 6                                                         | .38     | 1.38    | 13                                                     | .42 | 1.35 |
| Melbourne                                         | 21                                                        | .73(c) | 1.51(c) | 33                                                        | .50     | 1.37    | 11                                                     | .45 | 1.55 |
| Boys                                              | 25                                                        | .58    | 1.34    | 26                                                        | .53     | 1.25    | 10                                                     | .38 | 1.43 |
| Girls                                             | 24                                                        | .51    | 1.36    | 13                                                        | .38     | 1.62    | 14                                                     | .48 | 1.45 |
| Vietnamese                                        | 41                                                        | .60    | 1.40    | 33                                                        | .51     | 1.42    | 18                                                     | .44 | 1.45 |
| Laotian                                           | 3                                                         | .17    | .83     | 4                                                         | 0.00    | 1.00    | 6                                                      | .42 | 1.42 |
| Kampuchean                                        | 5                                                         | .30    | 1.30    | 2                                                         | 1.00    | 1.25    | -                                                      | -   | -    |
| Father's occupation                               |                                                           |        |         |                                                           |         |         |                                                        |     |      |
| Unskilled                                         | 28                                                        | .44    | 1.26    | 17                                                        | .51     | 1.54    | 11                                                     | .52 | 1.57 |
| Skilled, clerical, self-employed,<br>professional | 17                                                        | .69    | 1.53    | 17                                                        | .54     | 1.31    | 8                                                      | .34 | 1.47 |
| Total years of schooling in country<br>of origin  |                                                           |        |         |                                                           |         |         |                                                        |     |      |
| 0 years                                           | 6                                                         | .25    | 1.29    | -                                                         | -       | -       | -                                                      | -   | -    |
| 1 to 2 years                                      | 15                                                        | .37    | 1.15(b) | 16                                                        | .27     | 1.27    | 9                                                      | .39 | 1.28 |
| 3 to 4 years                                      | 16                                                        | .56    | 1.34    | 11                                                        | .73     | 1.55    | 9                                                      | .36 | 1.47 |
| 5 years                                           | 8                                                         | .91    | 1.78(c) | 3                                                         | .50     | .67     | 4                                                      | .81 | 1.69 |
| 6 years                                           | 3                                                         | 1.00   | 1.50    | 3                                                         | 1.00    | 1.58    | -                                                      | -   | -    |
| Previous English study                            |                                                           |        |         |                                                           |         |         |                                                        |     |      |
| None                                              | 28                                                        | .27(b) | 1.15    | 24                                                        | .22(b)  | 1.22(b) | 17                                                     | .41 | 1.38 |
| Less than 3 months                                | -                                                         | -      | -       | 2                                                         | .25(b)  | 1.50(b) | -                                                      | -   | -    |
| 3 to 6 months                                     | -                                                         | -      | -       | 2                                                         | .50(b)  | 1.25(b) | -                                                      | -   | -    |
| 1 to 2 years                                      | 3                                                         | .83(c) | 1.67    | 2                                                         | 2.00(c) | 2.75(c) | -                                                      | -   | -    |

*Significance of differences in rates  
of improvement*

|                        | (p) | (p) | (p)  |
|------------------------|-----|-----|------|
| Cities                 | .78 | .65 | .39  |
| Sex                    | .46 | .01 | .67  |
| Country of origin      | .53 | .32 | 1.00 |
| Father's occupation    | .90 | .24 | .73  |
| Years of schooling     | .58 | .14 | .57  |
| Previous English study | .21 | .71 | —    |

(a) Or at the time of last testing for late cohorts.

(b) Significantly lower means ( $p < 0.05$ ).

(c) Significantly higher means ( $p < 0.05$ ).



Table 6.2

Mean oral English proficiency ratings of secondary level (13- to 15-year-old) refugee students at time of entry to and exit (a) from Contingency Program for contrasted categories of background factors

|                                                   | Week 14 group<br>(14-19 weeks in program)<br>mean ratings |         |         | Week 20 group<br>(20-25 weeks in program)<br>mean ratings |      |         | Week 26 group<br>(26 weeks in program)<br>mean ratings |         |      |
|---------------------------------------------------|-----------------------------------------------------------|---------|---------|-----------------------------------------------------------|------|---------|--------------------------------------------------------|---------|------|
|                                                   | N                                                         | RW2     | RW14    | N                                                         | RW2  | RW20    | N                                                      | RW2     | RW26 |
| Sydney                                            | 21                                                        | 1.60    | 2.36    | 17                                                        | 1.40 | 2.38    | 26                                                     | .90     | 2.02 |
| Melbourne                                         | 18                                                        | 1.24    | 1.86    | 33                                                        | 1.24 | 2.11    | 25                                                     | .73     | 1.82 |
| Boys                                              | 26                                                        | 1.35    | 2.07    | 26                                                        | 1.30 | 2.22    | 31                                                     | .64(b)  | 1.76 |
| Girls                                             | 13                                                        | 1.60    | 2.25    | 24                                                        | 1.29 | 2.18    | 20                                                     | 1.10(c) | 2.16 |
| Vietnamese                                        | 31                                                        | 1.35(b) | 2.07(b) | 39                                                        | 1.24 | 2.15    | 33                                                     | 1.01    | 1.99 |
| Laotian                                           | 3                                                         | 3.17(c) | 3.75(c) | 9                                                         | 1.25 | 2.25    | 15                                                     | .50     | 1.78 |
| Kampuchean                                        | 5                                                         | .90(b)  | 1.50(b) | 2                                                         | 2.50 | 2.88    | 3                                                      | .33     | 1.83 |
| Father's occupation                               |                                                           |         |         |                                                           |      |         |                                                        |         |      |
| Unskilled                                         | 14                                                        | 1.48    | 2.13    | 20                                                        | 1.08 | 1.90    | 11                                                     | .66     | 1.64 |
| Skilled, clerical, self-employed,<br>professional | 19                                                        | 1.54    | 2.22    | 19                                                        | 1.45 | 2.37    | 19                                                     | .89     | 1.93 |
| Total years of schooling in country<br>of origin  |                                                           |         |         |                                                           |      |         |                                                        |         |      |
| 0 years                                           | 2                                                         | .25     | 1.00    | -                                                         | -    | -       | -                                                      | -       | -    |
| 1 to 2 years                                      | 5                                                         | 1.40    | 2.05    | -                                                         | -    | -       | -                                                      | -       | -    |
| 3 to 4 years                                      | 3                                                         | 1.25    | 2.08    | 8                                                         | 1.09 | 2.06    | 7                                                      | .43     | 1.43 |
| 5 years                                           | 7                                                         | 1.32    | 1.82    | 8                                                         | .97  | 1.81(b) | 8                                                      | .47     | 1.75 |
| 6 years                                           | 6                                                         | 1.71    | 2.50    | 9                                                         | 1.08 | 1.94(b) | 10                                                     | 1.13    | 1.85 |
| 7 years                                           | 9                                                         | 1.33    | 2.06    | 12                                                        | 1.60 | 2.54    | 11                                                     | 1.16    | 2.37 |
| 8 years                                           | 4                                                         | 2.06    | 2.94    | 5                                                         | 2.20 | 3.10(c) | 3                                                      | .92     | 2.75 |

|                                                     |    |      |      |    |         |         |    |                 |
|-----------------------------------------------------|----|------|------|----|---------|---------|----|-----------------|
| Previous English study                              |    |      |      |    |         |         |    |                 |
| None                                                | 10 | .65  | 1.30 | 12 | .65(b)  | 1.65(b) | 21 | .54(b) 1.57(b)  |
| Less than 3 months                                  | 6  | 1.42 | 2.08 | 6  | .96(b)  | 1.92(b) | 3  | 1.25 2.25       |
| 3 to 6 months                                       | 6  | 1.46 | 2.58 | 6  | 1.79(c) | 2.75(c) | 5  | 1.70(c) 3.05(c) |
| 1 to 2 years                                        | —  | —    | —    | 3  | 2.33(c) | 2.92(c) | —  | —               |
| More than 2 years                                   | 3  | 3.00 | 3.67 | —  | —       | —       | —  | —               |
| Significance of differences in rates of improvement |    | (p)  |      |    | (p)     |         |    | (p)             |
| Cities                                              |    | .34  |      |    | .35     |         |    | .89             |
| Sex                                                 |    | .66  |      |    | .76     |         |    | .71             |
| Country of origin                                   |    | .76  |      |    | .17     |         |    | .16             |
| Father's occupation                                 |    | .80  |      |    | .52     |         |    | .81             |
| Years of schooling                                  |    | .79  |      |    | .97     |         |    | .16             |
| Previous English study                              |    | .06  |      |    | .19     |         |    | .67             |

(a) Or at the time of last testing for late cohorts.

(b) Significantly lower means ( $p < 0.05$ ).

(c) Significantly higher means ( $p < 0.05$ ).

groups, there is some indication that initial and final oral proficiency ratings were higher for those with longer schooling and with longer previous study of English. Backward regression solutions, however, show that when other factors are held constant, initial oral proficiency ratings were significantly associated only with previous study of English, and this only for the Week 20 group. Rate of improvement in English proficiency was similar for the Sydney and Melbourne programs, for boys and girls, for the different countries of origin, for father's occupational levels and for years of previous schooling; however, the means and *p* values in Table 6.2 and Appendix Table 15.2 suggest that rate of improvement was higher for those students with three to six months of previous study of English than for those with shorter or greater periods of previous study of English. As with the primary students, the most proficient secondary students at Week 2 tended to be the most proficient when they left the program, the relevant correlations between the Week 2 testing and the later testing being 0.95 for the Week 14 group, 0.92 for the Week 20 group and 0.65 for the Week 26 group.

Of the various background factors considered, then, the only factors which showed a significant independent association with initial oral proficiency ratings were previous study of English, and at the secondary level, years of previous schooling. Improvement from initial to final oral proficiency showed no consistent significant association with State, country of origin, father's occupation, or years of previous schooling. At the primary level, there was some evidence that girls improved in oral proficiency in English at a faster rate than boys, and at the secondary level, an occasional indication that students with three to six months previous study of English improved at a faster rate than those with a longer or shorter period of previous study of English. In general, however, both the initial and final oral proficiency ratings of students seem to have been largely determined by their amount of previous English study and their years of schooling.

### **Factors associated with proficiency in reading comprehension**

As explained in Chapter 5, a considerable number of students were initially unable to attempt the cloze reading comprehension test or achieved a very low score, and some of these registered little, if any, improvement in score during their time in the program. It was inappropriate, therefore, to analyse the actual raw scores on the reading comprehension tests as a basis for assessing differences in rate of acquisition of English. Growth in proficiency in reading comprehension was portrayed in Tables 5.10 and 5.11 in terms of the percentage of students attaining the average scores of native-speaking Australian school children at various year levels. This index of proficiency is used again in the following tables to indicate the students' proficiency in reading comprehension on entry to and exit from the program and to give an impression of the relative rates of improvement for the Sydney as against the Melbourne students, boys vs girls, and so on.

As with the oral proficiency data, the results presented in Tables 6.3 and 6.4 are based on students who were in the Program for approximately fourteen weeks, twenty weeks and twenty-six weeks respectively, and for whom scores were available from an actual attempt at the cloze tests at Week 2 and at the terminating week, with the exception that a student's score was set at zero if he/she was not administered the test at Week 2. Since there were again small numbers of students in some of these groups, further analyses were carried out on Week 14 cloze tests for all students staying fourteen weeks or longer in the program and on Week 20 cloze tests for all students staying twenty weeks or longer in the program. The results of these analyses are set out in Appendix Tables 15.3 and 15.5.

The results in Tables 6.3 and 6.4 are presented as the percentage of students attaining a relevant year level as determined by the average performance of Australian school children. Statistical tests of significance have again been applied to the data as a guide to their interpretation. Differences in the performance of the various categories of students at the time of first testing at Week 2 have been tested for significance. For example, 8 per cent of the primary level students in Sydney scored at or above Year 2 level on the cloze test at Week 2 (Table 6.3) compared with 18 per cent of the primary level students in Melbourne, but the difference was not significant. Even if the difference had been significant, it would not necessarily have been attributable to membership of the groups being contrasted (i.e. Sydney vs Melbourne) since the ethnic composition and/or extent of previous schooling etc. may have been responsible for the difference. At Week 14, however, the Melbourne primary students were performing significantly better than the Sydney primary students, with 41 per cent attaining Year 2 level or above as against 12 per cent. But again, significant differences at the terminating week may be largely due to differences on entry at Week 2, and thus do not necessarily provide evidence of differing rates of improvements in reading comprehension by contrasting groups.

Further analyses were therefore undertaken to determine whether the rate of improvement in reading comprehension was greater for Sydney than Melbourne, for boys than girls, for Vietnamese students etc. Such questions could not be easily answered by available statistical procedures for data expressed in percentage form. They were readily answerable, however, by expressing the reading comprehension levels of students in the form of an interval scale (e.g. 5 = Year 5 level, 4 = Year 3 level, 3 = Year 2 level, 2 = less than Year 2 level but greater than a score of 1, 1 = raw score of 1, 0 = raw score of 0) and using a multivariate analysis of variance approach to carry out repeated measures analyses in the form used for the oral proficiency ratings. Students were excluded from these analyses if data were missing for their father's occupation, or for the particular background variable being analysed. The analyses are reported in Appendix Tables 15.4 and 15.6; the item of information of most interest is the significance of the interaction term between each background factor and improvement in reading comprehension from Week 2 to the terminating or later week. The probability levels of these interaction terms are given in the lower sections of Tables 6.3 and 6.4. They are based on a more complete analysis of the data than are the percentage results used for simplified reporting purposes in the other sections of the tables.

Table 6.3 shows that the only background factors which were significantly related to initial (Cloze 2) performance in reading comprehension among the primary level students were the extent of the students' English study prior to arrival in Australia, and for the Week 20 group only, ethnic origin. The latter factor can be discounted, however, because of the very small number of Kampuchean students. Significant differences occurred at the final week for Sydney and Melbourne (Week 14), and for ethnic origin and years of schooling (Week 20), but these were not consistent across groups and could often be attributed to initial differences at Week 2. The data presented in Appendix Table 15.3 for all students at Week 14 further suggest that the only factor showing a significant relationship with initial reading comprehension for primary level students was the amount of previous English study.

The results in the lower section of Table 6.3 show that rate of improvement in reading comprehension did not differ significantly for Sydney vs Melbourne, or with sex, country of origin, years of schooling, or except for one group, amount of previous study of English. The exception occurred for the Week 14 group, where the improvement according to Appendix Table 15.4 was 1.44 points for those with no previous study of English as against 0.40 points for those with some study of English.

Table 6.3

Percentage of primary level (9- to 11-year-old) refugee students scoring at or above Year 2 level on cloze reading comprehension tests at time of entry to and exit (a) from Contingency Program for contrasted categories of background factors

|                                                   | Week 14 group<br>(14-19 weeks in program) |              |               | Week 20 group<br>(20-25 weeks in program) |              |               | Week 26 group<br>(26 weeks in program) |              |               |
|---------------------------------------------------|-------------------------------------------|--------------|---------------|-------------------------------------------|--------------|---------------|----------------------------------------|--------------|---------------|
|                                                   | N                                         | Cloze 2<br>% | Cloze 14<br>% | N                                         | Cloze 2<br>% | Cloze 20<br>% | N                                      | Cloze 2<br>% | Cloze 26<br>% |
| Sydney                                            | 25                                        | 8            | 12(b)         | 6                                         | 0            | 33            | 11                                     | 18           | 55            |
| Melbourne                                         | 17                                        | 18           | 41(c)         | 29                                        | 7            | 35            | 12                                     | 0            | 33            |
| Boys                                              | 21                                        | 14           | 19            | 21                                        | 10           | 33            | 8                                      | 0            | 50            |
| Girls                                             | 21                                        | 10           | 29            | 14                                        | 0            | 36            | 15                                     | 13           | 40            |
| Vietnamese                                        | 39                                        | 13           | 26            | 31                                        | 3(b)         | 36(c)         | 20                                     | 10           | 50            |
| Laotian                                           | -                                         | -            | -             | 2                                         | 0(b)         | 0(b)          | 3                                      | 0            | 0             |
| Kampuchean                                        | 2                                         | 0            | 0             | 2                                         | 50(c)        | 50(c)         | -                                      | -            | -             |
| Father's occupation                               |                                           |              |               |                                           |              |               |                                        |              |               |
| Unskilled                                         | 24                                        | 8            | 25            | 17                                        | 6            | 29            | 12                                     | 8            | 42            |
| Skilled, clerical, self-employed,<br>professional | 18                                        | 17           | 22            | 17                                        | 6            | 41            | 11                                     | 9            | 45            |
| Total years of schooling in country<br>of origin  |                                           |              |               |                                           |              |               |                                        |              |               |
| 0 years                                           | 4                                         | 0            | 0             | -                                         | -            | -             | -                                      | -            | -             |
| 1 to 2 years                                      | 13                                        | 8            | 8             | 10                                        | 0            | 0(b)          | 8                                      | 13           | 25            |
| 3 to 4 years                                      | 15                                        | 20           | 33            | 13                                        | 8            | 39            | 11                                     | 9            | 45            |
| 5 years                                           | 7                                         | 14           | 29            | 2                                         | 0            | 50            | 2                                      | 0            | 100           |
| 6 years                                           | 3                                         | 0            | 67            | 3                                         | 33           | 100(c)        | -                                      | -            | -             |
| Previous English study                            |                                           |              |               |                                           |              |               |                                        |              |               |
| None                                              | 23                                        | 0(b)         | 4(b)          | 20                                        | 0            | 15(b)         | 12                                     | 0(b)         | 50            |
| Less than 3 months                                | ( )                                       |              |               | 2                                         | 0            | 0(b)          | -                                      | -            | -             |
| 3 to 6 months                                     | ( 5)                                      | 40(c)        | 40(c)         | 2                                         | 0            | 50(c)         | 2                                      | 50(c)        | 50            |
| 1 to 2 years                                      | ( )                                       |              |               | 2                                         | 0            | 100(c)        | -                                      | -            | -             |

Significance of differences in rates  
of improvement

|                        | (p)<br>Week 14<br>group | Week 14 +<br>group (d) | (p)<br>Week 20<br>group | Week 20 +<br>group (e) | (p)<br>Week 26<br>group |
|------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|
| Cities                 | .45                     | .40                    | .42                     | .50                    | .89                     |
| Sex                    | .18                     | .41                    | 1.00                    | .92                    | .81                     |
| Country of origin      | .29                     | .39                    | .25                     | .53                    | .96                     |
| Father's occupation    | .23                     | .22                    | .77                     | .92                    | .49                     |
| Years of schooling     | .94                     | .42                    | .38                     | .33                    | .28                     |
| Previous English study | .02                     | .53                    | .10                     | .09                    | .54                     |

(a) Or at the time of last testing for late cohorts.

(b) Significantly lower percentages ( $p < 0.05$ ).

(c) Significantly higher percentages ( $p < 0.05$ ).

(d) Week 14 results for students staying fourteen weeks or longer.

(e) Week 20 results for students staying twenty weeks or longer.



Table 6.4

Percentage of secondary level (13- to 15-year-old) refugee students scoring at or above Year 3 level on cloze reading comprehension tests at time of entry to and exit (a) from Contingency Program for contrasted categories of background factors

|                                                   | Week 14 group<br>(14-19 weeks in program) |              |               | Week 20 group<br>(20-25 weeks in program) |              |               | Week 26 group<br>(26 weeks in program) |              |               |
|---------------------------------------------------|-------------------------------------------|--------------|---------------|-------------------------------------------|--------------|---------------|----------------------------------------|--------------|---------------|
|                                                   | N                                         | Cloze 2<br>% | Cloze 14<br>% | N                                         | Cloze 2<br>% | Cloze 20<br>% | N                                      | Cloze 2<br>% | Cloze 26<br>% |
| Sydney                                            | 17                                        | 29           | 59            | 11                                        | 36(c)        | 46            | 14                                     | 77           | 36            |
| Melbourne                                         | 16                                        | 19           | 38            | 30                                        | 10(b)        | 47            | 18                                     | 6            | 39            |
| Boys                                              | 20                                        | 20           | 30(b)         | 20                                        | 15           | 40            | 16                                     | 6            | 31            |
| Girls                                             | 13                                        | 31           | 77(c)         | 21                                        | 19           | 52            | 16                                     | 6            | 44            |
| Vietnamese                                        | 25                                        | 24           | 44            | 31                                        | 16           | 48            | 21                                     | 10           | 52(c)         |
| Laotian                                           | 3                                         | 67           | 100           | 8                                         | 13           | 38            | 9                                      | 0            | 11(b)         |
| Kampuchean                                        | 5                                         | 0            | 40            | 2                                         | 50           | 50            | 2                                      | 0            | 0(b)          |
| Father's occupation                               |                                           |              |               |                                           |              |               |                                        |              |               |
| Unskilled                                         | 13                                        | 15           | 46            | 21                                        | 14           | 33            | 12                                     | 0            | 33            |
| Skilled, clerical, self-employed,<br>professional | 19                                        | 32           | 47            | 19                                        | 21           | 58            | 19                                     | 11           | 37            |
| Total years of schooling in country<br>of origin  |                                           |              |               |                                           |              |               |                                        |              |               |
| 0 years                                           | 2                                         | 0            | 0             | 2                                         | 0            | 0(b)          | 2                                      | 0            | 0             |
| 1 to 2 years                                      | 5                                         | 0            | 60            | -                                         | -            | -             | 2                                      | 0            | 0             |
| 3 to 4 years                                      | 2                                         | 0            | 50            | 7                                         | 14(b)        | 43            | 4                                      | 0            | 0             |
| 5 years                                           | 6                                         | 33           | 50            | 6                                         | 0(b)         | 17            | 4                                      | 0            | 25            |
| 6 years                                           | 6                                         | 17           | 17            | 8                                         | 0(b)         | 38            | 5                                      | 0            | 40            |
| 7 years                                           | 6                                         | 33           | 50            | 8                                         | 38(c)        | 63(c)         | 6                                      | 17           | 50            |
| 8 years                                           | 4                                         | 50           | 100           | 4                                         | 75(c)        | 100(c)        | -                                      | -            | -             |
| 9 years or more                                   | -                                         | -            | -             | 3                                         | 0(b)         | 100(c)        | -                                      | -            | -             |

Previous English study

|                    |   |        |     |   |    |    |    |    |        |
|--------------------|---|--------|-----|---|----|----|----|----|--------|
| None               | 8 | 0(b)   | 13  | 9 | 0  | 11 | 13 | 0  | 15(b)  |
| Less than 3 months | 6 | 17(b)  | 67  | 5 | 20 | 20 | —  | —  | —      |
| 3 to 6 months      | 5 | 40     | 40  | 2 | 50 | 50 | 3  | 33 | 100(c) |
| 1 to 2 years       | — | —      | —   | 3 | 67 | 67 | —  | —  | —      |
| More than 2 years  | 2 | 100(c) | 100 | — | —  | —  | —  | —  | —      |

Significance of differences in rates of improvement

|                        | (p)<br>Week 14<br>group | Week 14 +<br>group (d) | (p)<br>Week 20<br>group | Week 20 +<br>group (e) | (p)<br>Week 26<br>group |
|------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|
| Cities                 | .38                     | .13                    | .32                     | .48                    | .31                     |
| Sex                    | .32                     | .03                    | .98                     | .94                    | .39                     |
| Country of origin      | .04                     | .51                    | .92                     | .30                    | .77                     |
| Father's occupation    | .47                     | .90                    | .29                     | .76                    | .37                     |
| Years of schooling     | .00                     | .04                    | .14                     | .66                    | .79                     |
| Previous English study | .67                     | .55                    | .13                     | .34                    | .88                     |

(a) Or at the time of last testing for late cohorts.

(b) Significantly lower percentages ( $p < 0.05$ ).

(c) Significantly higher percentages ( $p < 0.05$ ).

(d) Week 14 results for students staying fourteen weeks or longer.

(e) Week 20 results for students staying twenty weeks or longer.

The significance of the difference was not sustained, however, when the results of all students at Week 14 were considered.

The percentages of secondary students attaining Year 3 level in reading comprehension on entry to and exit from the Contingency Program are presented in Table 6.4.

Among secondary students, both initial and final reading comprehension performance were higher for those with longer periods of previous schooling in their country of origin, and for those with some previous study of English, although the differences were significant in some groups only. Initial and final reading comprehension levels were also related to these two factors for the larger groups of students completing Week 14 and Week 20 (see Appendix Table 15.5). City, sex and country of origin were not consistently related to initial or final reading comprehension performance. Rate of improvement in reading comprehension was significantly associated with amount of previous schooling but in one group only. From Week 2 to Week 14 it was greater for those with one to two years' previous schooling and for those with eight or more years of previous schooling. In the complete group tested at Week 14, girls demonstrated a significantly greater rate of improvement in reading comprehension than boys, and in the terminating group at Week 14, Vietnamese showed a significantly lower rate of improvement than Laotian or Kampuchean students, but these associations were not confirmed in other groups.

The findings concerning reading comprehension can be summarised in terms of the original questions. First, which background factors were related to initial performance in cloze reading comprehension? For primary students, these were amount of previous English study; for secondary students, they included both the amount of previous English study and the extent of previous schooling in their country of origin. The second question concerned the rate of improvement in reading comprehension. Improvement from Week 2 to Week 14 was related only to amount of previous English study for primary students, and was consistently related only to years of previous schooling for secondary students. In general, the factors of Sydney vs Melbourne, sex, country of birth and father's occupation were related neither to initial level of performance in reading comprehension nor to rate of improvement in reading comprehension.

### **Factors associated with proficiency in dictation**

As with the cloze tests of reading comprehension, relatively large numbers of students were judged to be incapable of taking the dictation tests at the earlier administrations. Data on the dictation tests were therefore analysed and presented as percentages of students attaining given year levels in relation to the performance of native-speaking Australian students rather than in terms of the original raw scores. These percentage indices are used again in Tables 6.5 and 6.6 to examine relationships between background factors and initial performance on the dictation test. Rate of improvement in performance on the dictation tests has been analysed by using a similar procedure to that adopted for the cloze tests, and carrying out repeated measures analyses of the data in a multivariate analysis of variance form. For this purpose, dictation levels reached by students were expressed in the form of interval scales, as follows:

*Primary level*

- 5 = Year 5
- 4 = Year 3
- 3 = Year 2
- 2 = Less than Year 2 but above a raw score of 1
- 1 = Raw score of 1
- 0 = Raw score of zero, or test not administered because of student's lack of understanding of English

*Secondary level*

- 5 = Year 5
- 4 = Year 3
- 3 = Less than Year 3 but above a raw score of 1
- 2 = Raw score of 1
- 1 = Raw score of zero, or test not administered because of student's lack of understanding of English

Following the pattern of analysis used with oral proficiency and cloze reading comprehension, Tables 6.5 and 6.6 are based on students who were in the Contingency Program for approximately fourteen weeks, twenty weeks and twenty-six weeks respectively, and for whom dictation scores were available from an actual attempt at the dictation tests at Week 2 and at the terminating week, a student's score being set at zero if he/she was not administered the test at Week 2. These tables are supplemented by Appendix Tables 15.7 and 15.9, which report Week 14 dictation test results for students staying fourteen weeks or longer in the program and Week 20 results for students staying twenty weeks or longer in the program. Results relating to differential rates of improvement in dictation for boys vs girls, Sydney vs Melbourne enrolment etc. are summarised in the lower sections of Tables 6.5 and 6.6 and reported in greater detail in Appendix Tables 15.8 and 15.10. The mean grades reported in Appendix Tables 15.8 and 15.10 are not comparable, because of the different ways in which the interval scales were formed for primary and secondary level students, as indicated in the previous paragraph.

Table 6.5 indicates that amount of previous English study is the only factor significantly associated with initial level of performance in dictation, i.e. at Week 2. Although the numbers of students with some previous English study are very small, this relationship is confirmed in Appendix Table 15.7. Table 6.5 also shows that students with longer periods of previous schooling do better on dictation at Week 2 than do students with shorter periods of schooling; the differences are not large enough to be statistically significant, but they reach significance for the Week 20 students in Appendix Table 15.7. Since there is only one *p* level below 0.05 in the lower section of Table 6.5, it appears that rate of improvement in dictation may differ only according to the amount of previous English study. This trend, however, is not confirmed for the Week 20 or Week 26 groups, and its significance in the Week 14 group is in some doubt because of the very small number of students with one to two years of previous English study and the non-conformity of the data to the homogeneity of variance assumption.

The initial levels of performance of the secondary level students on dictation, as set out for Week 2 (Dictation 2) in Table 6.6, again appear to be significantly related only to the amount of previous study of English. Those students with longer previous schooling tend to do better initially on dictation than those with less schooling, but the differences are not large enough to be statistically significant.

Rate of improvement in dictation differed for the Sydney and Melbourne groups at Week 20 and at Week 26. Both Table 6.6 and Appendix Table 15.10 show a substantially greater improvement for the Sydney group at Week 20 than for the Melbourne group, and this difference was confirmed for all students for whom results were available at Week 20, the mean grade for twenty-three Sydney students rising from 2.78 to 4.09 and the mean grade for fifty-three Melbourne students increasing from 2.79 to 3.57. The superior rate of improvement for the Sydney group at Week

Table 6.5

Percentage of primary level (9- to 11-year-old) refugee students scoring at or above Year 2 level on dictation tests at time of entry to and exit (a) from Contingency Program for contrasted categories of background factors

|                                                | Week 14 group<br>(14-19 weeks in program) |              |               | Week 20 group<br>(20-25 weeks in program) |              |               | Week 26 group<br>(26 weeks in program) |              |               |
|------------------------------------------------|-------------------------------------------|--------------|---------------|-------------------------------------------|--------------|---------------|----------------------------------------|--------------|---------------|
|                                                | N                                         | Dict. 2<br>% | Dict. 14<br>% | N                                         | Dict. 2<br>% | Dict. 20<br>% | N                                      | Dict. 2<br>% | Dict. 26<br>% |
| Sydney                                         | 24                                        | 13           | 38            | 6                                         | 0            | 33            | 10                                     | 20           | 80            |
| Melbourne                                      | 15                                        | 27           | 67            | 33                                        | 15           | 52            | 13                                     | 23           | 62            |
| Boys                                           | 21                                        | 19           | 48            | 23                                        | 17           | 48            | 8                                      | 13           | 88            |
| Girls                                          | 18                                        | 17           | 50            | 16                                        | 6            | 50            | 15                                     | 27           | 60            |
| Vietnamese                                     | 34                                        | 21           | 56            | 35                                        | 11           | 51            | 21                                     | 24           | 77            |
| Laotian                                        | -                                         | -            | -             | 2                                         | 0            | 0             | 2                                      | 0            | 0             |
| Kampuchean                                     | 4                                         | 0            | 0             | 2                                         | 50           | 50            | -                                      | -            | -             |
| Father's occupation                            |                                           |              |               |                                           |              |               |                                        |              |               |
| Unskilled                                      | 23                                        | 13           | 43            | 17                                        | 6            | 53            | 11                                     | 18           | 55            |
| Skilled, clerical, self-employed, professional | 16                                        | 25           | 56            | 21                                        | 19           | 48            | 12                                     | 25           | 83            |
| Total years of schooling in country of origin  |                                           |              |               |                                           |              |               |                                        |              |               |
| 0 years                                        | 6                                         | 0            | 0(b)          | -                                         | -            | -             | -                                      | -            | -             |
| 1 to 2 years                                   | 10                                        | 10           | 40            | 13                                        | 0            | 23            | 8                                      | 13           | 50            |
| 3 to 4 years                                   | 15                                        | 20           | 60(c)         | 14                                        | 21           | 64            | 11                                     | 18           | 82            |
| 5 years                                        | 5                                         | 40           | 60(c)         | 2                                         | 0            | 50            | 2                                      | 50           | 100           |
| 6 years                                        | 3                                         | 33           | 100(c)        | 3                                         | 67           | 100           | -                                      | -            | -             |
| Previous English study                         |                                           |              |               |                                           |              |               |                                        |              |               |
| None                                           | 24                                        | 4            | 29            | 23                                        | 0(b)         | 35            | 12                                     | 8(b)         | 58            |
| Less than 3 months                             | -                                         | -            | -             | 3                                         | 0(b)         | 33            | -                                      | -            | -             |
| 3 to 6 months                                  | -                                         | -            | -             | 2                                         | 0(b)         | 50            | 2                                      | 50(c)        | 100           |
| 1 to 2 years                                   | 2                                         | 0            | 100           | 2                                         | 100(c)       | 100           | -                                      | -            | -             |

*Significance of differences in rates of improvement*

|                        | (p)<br>Week 14<br>group | Week 14 +<br>group (d) | (p)<br>Week 20<br>group | Week 20 +<br>group (e) | (p)<br>Week 26<br>group |
|------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|
| Cities                 | .63                     | .75                    | .60                     | .61                    | .38                     |
| Sex                    | .65                     | .62                    | .11                     | .37                    | .24                     |
| Country of origin      | .70                     | .78                    | .73                     | .35                    | .47                     |
| Father's occupation    | .57                     | .57                    | .43                     | .43                    | .50                     |
| Years of schooling     | .80                     | .76                    | .29                     | .08                    | .89                     |
| Previous English study | .04                     | .20                    | .39                     | .19                    | .44                     |

(a) Or at the time of last testing for late cohorts.

(b) Significantly lower percentages ( $p < 0.05$ ).

(c) Significantly higher percentages ( $p < 0.05$ ).

(d) Week 14 results for students staying fourteen weeks or longer.

(e) Week 20 results for students staying twenty weeks or longer.



Table 6.6

Percentage of secondary level (13- to 15-year-old) refugee students scoring at or above Year 3 level on dictation tests at time of entry to and exit (a) from Contingency Program for contrasted categories of background factors

|                                                   | Week 14 group<br>(14-19 weeks in program) |              |               | Week 20 group<br>(20-25 weeks in program) |              |               | Week 26 group<br>(26 weeks in program) |              |               |
|---------------------------------------------------|-------------------------------------------|--------------|---------------|-------------------------------------------|--------------|---------------|----------------------------------------|--------------|---------------|
|                                                   | N                                         | Dict. 2<br>% | Dict. 14<br>% | N                                         | Dict. 2<br>% | Dict. 20<br>% | N                                      | Dict. 2<br>% | Dict. 26<br>% |
| Sydney                                            | 17                                        | 41           | 47            | 10                                        | 30           | 70            | 13                                     | 23           | 39            |
| Melbourne                                         | 15                                        | 33           | 33            | 32                                        | 31           | 44            | 18                                     | 11           | 50            |
| Boys                                              | 19                                        | 26           | 32            | 21                                        | 24           | 38            | 16                                     | 13           | 44            |
| Girls                                             | 13                                        | 54           | 54            | 21                                        | 38           | 62            | 15                                     | 20           | 47            |
| Vietnamese                                        | 25                                        | 32           | 36            | 32                                        | 31           | 50            | 21                                     | 24           | 62(c)         |
| Laotian                                           | 3                                         | 100          | 100           | 8                                         | 25           | 38            | 8                                      | 0            | 13(b)         |
| Kampuchean                                        | 4                                         | 25           | 25            | 2                                         | 50           | 100           | 2                                      | 0            | 0(b)          |
| Father's occupation                               |                                           |              |               |                                           |              |               |                                        |              |               |
| Unskilled                                         | 12                                        | 42           | 33            | 21                                        | 24           | 43            | 11                                     | 0            | 27            |
| Skilled, clerical, self-employed,<br>professional | 19                                        | 37           | 47            | 20                                        | 40           | 60            | 19                                     | 21           | 53            |
| Total years of schooling in country<br>of origin  |                                           |              |               |                                           |              |               |                                        |              |               |
| 0 years                                           | -                                         | -            | -             | -                                         | -            | -             | -                                      | -            | -             |
| 1 to 2 years                                      | 5                                         | 40           | 40            | -                                         | -            | -             | 2                                      | 0            | 0             |
| 3 to 4 years                                      | 2                                         | 50           | 50            | 7                                         | 14           | 57            | 4                                      | 0            | 0             |
| 5 years                                           | 7                                         | 43           | 29            | 6                                         | 17           | 33            | 4                                      | 0            | 0             |
| 6 years                                           | 6                                         | 17           | 33            | 9                                         | 22           | 44            | 5                                      | 40           | 80            |
| 7 years                                           | 6                                         | 33           | 33            | 8                                         | 38           | 38            | 6                                      | 17           | 67            |
| 8 years                                           | 3                                         | 67           | 67            | 5                                         | 60           | 80            | -                                      | -            | -             |
| 9 years or more                                   | -                                         | -            | -             | 3                                         | 100          | 100           | -                                      | -            | -             |

Previous English study

|                    |   |     |     |   |       |    |    |        |    |
|--------------------|---|-----|-----|---|-------|----|----|--------|----|
| None               | 7 | 0   | 0   | 8 | 0(b)  | 25 | 12 | 0 (b)  | 17 |
| Less than 3 months | 6 | 33  | 50  | 5 | 0(b)  | 60 | —  | —      | —  |
| 3 to 6 months      | 5 | 40  | 40  | 3 | 33    | 67 | 3  | 67 (c) | 67 |
| 1 to 2 years       | — | —   | —   | — | —     | —  | —  | —      | —  |
| More than 2 years  | 2 | 100 | 100 | 3 | 67(c) | 67 | —  | —      | —  |

Significance of differences in rates of improvement

|                        | (p)<br>Week 14<br>group | Week 14 +<br>group (d) | (p)<br>Week 20<br>group | Week 20 +<br>group (e) | (p)<br>Week 26<br>group |
|------------------------|-------------------------|------------------------|-------------------------|------------------------|-------------------------|
| Cities                 | .11                     | .78                    | .03                     | .04                    | .04                     |
| Sex                    | .29                     | .07                    | .50                     | .06                    | .99                     |
| Country of origin      | .85                     | .70                    | .38                     | .64                    | .97                     |
| Father's occupation    | .80                     | .74                    | .79                     | .47                    | .03                     |
| Years of schooling     | .95                     | .30                    | .48                     | .69                    | .02                     |
| Previous English study | .49                     | .39                    | .25                     | .25                    | .17                     |

(a) Or at the time of last testing for late cohorts.

(b) Significantly lower percentages ( $p < 0.05$ ).

(c) Significantly higher percentages ( $p < 0.05$ ).

(d) Week 14 results for students staying fourteen weeks or longer.

(e) Week 20 results for students staying twenty weeks or longer.

20 is not sustained, however, for the Week 26 group; indeed it is reversed! The significant difference in rates of improvement at Week 26 favours the Melbourne group, as can be seen from Table 6.6 and Appendix Table 15.10. The results would not, therefore, support any general statement about the superiority of one teaching program over another in developing proficiency in English as judged by performance on dictation tests.

The only other factors reflecting differences in rates of improvement in dictation were father's occupation and amount of previous schooling for the Week 26 group. Table 6.6 and Appendix Table 15.10 suggest that students with fathers in skilled or professional occupations improved at a faster rate than students with fathers in unskilled occupations, and that students with longer periods of previous schooling improved at a faster rate than those with shorter periods of previous schooling. These trends, however, did not appear in the Week 14 and Week 20 groups.

Summarising the findings in this section, it can be said that the only background factor significantly associated with initial (Week 2) performance on dictation was the amount of previous study of English. This occurred at both primary and secondary levels. Students with some previous study of English did better on the average than those with no previous study of English. Although there were occasional significant differences in rates of improvement in dictation for Sydney vs Melbourne, and for levels of father's occupation, extent of previous schooling, and amount of previous English study, none of the background factors showed any consistent relationship with rate of improvement in proficiency in dictation.

### **Relationship of background factors to development of proficiency in English**

When the findings concerning the relationship between the background factors and proficiency in oral English, cloze reading comprehension and dictation are drawn together, the following picture emerges. For both primary and secondary students, the only background factor which is consistently related to initial proficiency in English (at Week 2) is the amount of the student's previous study of English. In general, those who had studied English before arrival in Australia, even if only for three to six months, showed greater initial proficiency in oral and written English than those who had not studied the language at all. The extent of the student's previous schooling over and above his/her previous study of English also had some bearing on his/her initial level of performance in English in Australia, though this relationship did not appear consistently for the three measures of proficiency in English nor for primary and secondary level students.

No consistent differences in rates of improvement in proficiency in English were found for any of the background factors. There were some signs that students with greater previous study of English improved at a faster rate than those with little or no previous study of the language, but these were not consistently established. An instance of a faster rate of improvement for girls than boys was found for one group at the primary level. At the secondary level, there were instances of faster rates of improvement for Sydney than Melbourne and vice versa, for students with fathers in skilled, managerial or professional occupations, and for students with greater amounts of previous schooling, but these did not amount to any consistent pattern. In general, the rate of improvement in proficiency in English was much the same for students enrolled in Sydney or Melbourne, for boys and girls, for Vietnamese, Laotian and Kampuchean students, for students with fathers in unskilled or skilled

occupations, for students with varying amounts of previous schooling and of previous study of English.

One important implication of these findings is that although rates of improvement in English proficiency do not differ for the various categories, the initial level of English proficiency is related to the amount of previous study of English. Students with some previous study, even if only three to six months, have some advantage in level of proficiency when they commence classes in the Contingency Program and retain this advantage throughout the program. This does not imply, of course, that they attain at the end of their period in the program, an adequate level of proficiency in English for transfer to classes in the regular school systems; the evidence from Chapter 5 strongly suggests that they do not.

These findings would suggest that no special provision need be made in initial intensive language programs for Indo-Chinese refugee students of differing ethnic origin. Those with more extensive previous study of English will tend to make more progress in the Contingency Program, as will those with more extensive previous schooling. It seems important to provide as much opportunity as possible for the students to study English before their arrival in Australia, especially if they have had limited previous schooling. The data, however, do not suggest that those students with the longer periods of schooling or previous study of English would be equipped to enter the regular school system in less than a six-month period of Contingency Program assistance, as the oral proficiency ratings and cloze and dictation gradings after six months were still well below those which could be expected of students in the regular school systems. Finally, the different approaches to the organisation of the Contingency Program classes in Sydney and Melbourne appear to have had little effect on the rate of acquisition or level of language proficiency attained by students in the two States.

## Chapter 7

### Levels of literacy and numeracy

For most of the measures of English proficiency analysed in Chapter 5, data relating to the performance level of Australian students of the same age groups were not available. Such data were available, however, for a test of basic number skills and for literacy and numeracy tests applied by the Australian Council for Educational Research to Australia-wide samples of 10-year-old and 14-year-old students in 1975. Comparisons of the performance of the refugee students with Australia-wide or State-wide samples of students on literacy and numeracy skills are presented in this chapter.

In addition to obtaining evidence on the level of English proficiency of students in the Contingency Program, it was considered desirable to collect some data on their proficiency in number skills also. It was expected that differences in the performance levels of refugee students and Australian students would be much less on number skills tests than on language tests, and that there may even be no difference in the performance of the two groups on questions involving straightforward calculations in addition, subtraction, multiplication and division.

An appropriate ACER test was adapted for this purpose. This was the ACER Mathematics Test AM (Part IV), Whole Numbers (Computation), which had the advantage of having item norms available at the 10-year-old level for some States. Ten questions were selected from this test and reproduced with permission as a one-page test, following a practice page, for application to the refugee students. The test was administered at Week 14 with the assistance of interpreters, who ensured that students understood the test instructions by checking their responses to sample items. Time limits were ample for students to complete the test.

#### Proficiency in basic number skills

The types of items applied in ACER Test AM (IV) are indicated in Table 7.1. These are not the exact items used in the test, but illustrate the type of calculation to be performed.

The first three rows of Table 7.1 — rows A, B and C — show that most of the refugee students who were still in the Contingency Program schools or centres at Week 14 were given the number skills test. Discrepancies between the numbers in rows B and C are due to absences or missed cases. Data on the number skills test were available for between approximately 50 per cent and 70 per cent of students in the original primary samples and for 65 per cent of students in the original secondary samples.

For the refugee students who were administered the test at Week 14, Table 7.1 shows the percentage of primary and secondary students and also the percentage of students from Vietnam, Laos and Kampuchea answering each item correctly. The final column of Table 7.1 shows the percentage of students in the Victorian norming sample of 1971 answering each item correctly. The test had not been normed in New South Wales.

Table 7.1

Percentage of primary and secondary refugee students answering Test AM (IV), Whole Numbers (Computation) items correctly at Week 14

|                                          | Primary                                             |            |            |           |            | Secondary |            |            |           |             | Victorian<br>norming sample<br>10-year-olds, 1971 |
|------------------------------------------|-----------------------------------------------------|------------|------------|-----------|------------|-----------|------------|------------|-----------|-------------|---------------------------------------------------|
|                                          | 1<br>Syd.                                           | 2<br>Melb. | 3<br>Viet. | 4<br>Laos | 5<br>Kamp. | 6<br>Syd. | 7<br>Melb. | 8<br>Viet. | 9<br>Laos | 10<br>Kamp. |                                                   |
| A. Number in original sample             | 100                                                 | 95         | 155        | 21        | 19         | 110       | 106        | 166        | 38        | 12          |                                                   |
| B. Number still in program at<br>Week 14 | 55                                                  | 76         | 111        | 13        | 7          | 74        | 87         | 120        | 32        | 10          |                                                   |
| C. Number given test                     | 46                                                  | 68         | 96         | 11        | 7          | 71        | 69         | 103        | 29        | 10          |                                                   |
| Item                                     | Percentage of students (C) answering item correctly |            |            |           |            |           |            |            |           |             |                                                   |
| 1. 32 + 65                               | 84                                                  | 85         | 86         | 73        | 71         | 87        | 96         | 91         | 86        | 90          | 95                                                |
| 2. 59 + 43                               | 76                                                  | 78         | 81         | 55        | 57         | 86        | 91         | 86         | 86        | 100         | 82                                                |
| 3. 27 + 48                               | 80                                                  | 82         | 84         | 64        | 71         | 85        | 88         | 85         | 86        | 100         | 84                                                |
| 4. 32 × 4                                | 52                                                  | 64         | 67         | 18        | 29         | 91        | 96         | 93         | 86        | 100         | 86                                                |
| 5. 121 ÷ 11                              | 20                                                  | 32         | 30         | 9         | 14         | 63        | 74         | 67         | 72        | 60          | 73                                                |
| 6. 74 - 39                               | 59                                                  | 87         | 63         | 36        | 43         | 82        | 88         | 84         | 83        | 80          | 68                                                |
| 7. Addition of four 4-digit<br>numbers   | 43                                                  | 63         | 59         | 27        | 43         | 73        | 86         | 78         | 76        | 90          | 65                                                |
| 8. 4741 - 3132                           | 33                                                  | 44         | 41         | 36        | 29         | 77        | 87         | 81         | 79        | 90          | 58                                                |
| 9. 325 × 12                              | 26                                                  | 34         | 35         | 0         | 14         | 87        | 86         | 88         | 83        | 60          | 51                                                |
| 10. 102 ÷ 7                              | 17                                                  | 25         | 25         | 9         | 0          | 56        | 58         | 56         | 58        | 50          | 50                                                |



At the primary school level, the overall performance of the students in Melbourne on these number skills exceeded that of students in Sydney. Only in Items 6 and 7, however, were the differences sufficiently large to be significant in two random samples of the respective sizes. The higher average performance of the Melbourne primary students can be largely accounted for by the larger percentage of Laotian and Kampuchean students in the Sydney sample (20 per cent as against 12 per cent); as columns 4 and 5 suggest, their performance was significantly below that of their Vietnamese counterparts. This could be a result of differences in the years of education the students had received in their country of origin. Generally Laotian and Kampuchean students, and particularly the latter, had experienced greater interruption to their schooling than had Vietnamese students. A larger percentage of Laotian and Kampuchean students at primary level had had no schooling prior to enrolment in Australia than was the case for Vietnamese students. In the Sydney primary sample, 75 per cent of the Kampuchean students, 19 per cent of the Laotian students, and 1 per cent of the Vietnamese students had experienced no previous schooling; the corresponding figures for the Melbourne primary sample are 50 per cent, 0 per cent and 0 per cent.

At the secondary school level, the average percentage correct on the ten items was 85 per cent for the Melbourne students compared with 79 per cent for the Sydney students, the difference being large enough to be significant. On none of the individual items, however, was the difference between the Sydney and Melbourne percentages significant. Vietnamese, Laotian and Kampuchean students performed at comparable levels, the average percentage correct for each group being approximately 80 per cent.

It is not possible to attribute the superiority of the Melbourne samples on the number skills items to the type of program or curricular emphases followed in Victoria, since no measures of number skills were obtained at time of entry to the Contingency Program. Of more importance than Sydney vs Melbourne comparisons, however, are the comparisons between the percentage of the refugee students answering each item correctly and the percentage of the norming sample of Victorian 10-year-old students answering the items correctly in 1971. At the primary level, the Vietnamese students performed about as well as the Victorian norming sample on addition and subtraction, but were well below the Victorian norms in multiplication and division. Laotian and Kampuchean students were below the Victorian norms in all four of the number skills areas. At the secondary level, all groups of students performed at or above the Victorian norms for all items, which is perhaps not surprising when the comparison relates to the performance of 10-year-old primary level children.

Generally, after three months in the Contingency Program, refugee students at the secondary level showed mastery of the four basic number skills. Vietnamese students at the primary level showed reasonable mastery of addition and subtraction skills, but were well behind their Australian counterparts in multiplication and division, as were Laotian and Kampuchean students in all four skills.

### **Literacy and numeracy after six months in program**

A comparison of the achievement levels of the refugee students with those of students in the regular school systems was made with the aid of ACER literacy and numeracy tests prepared for 10-year-old and 14-year-old school students in Australia. These tests were prepared by ACER for an Australia-wide survey into literacy and specific learning problems in schools. The survey was conducted in

1975 at the request of the House of Representatives Select Committee on Specific Learning Difficulties. The tests were criterion-referenced tests 'designed to measure the attainment of skills in the areas of literacy and numeracy that were regarded as being essential for continuing with education beyond the most elementary level and for living in Australian society' (Bourke and Keeves 1977, p. 6). They were applied in October 1975 to representative samples of 6628 students between the ages of 10.0 and 10.11 in 272 schools and 6247 students between the ages of 14.0 and 14.11 in 257 schools. Results from this survey are available for the complete Australian sample and for various subgroups, including students from homes in which very little or no English was spoken (Bourke and Lewis 1976).

Only part of the reading tests were administered, as the complete test would have extended the testing period unduly, considering the limited comprehension levels of many of the students on other reading tasks. The first nineteen of the twenty-nine items in Test 10R (i.e. reading test for 10-year-old students) were applied to the primary students; these included the first of the reading comprehension passage exercises but excluded the last three, which were based on understanding of 'newspaper' material. The first nineteen items in Test 14R were applied to the secondary students; these included a reading comprehension passage, but again excluded items requiring comprehension of information presented in a 'newspaper' prepared for the purposes of the test. All thirty-three items in both Numeration Tests 10N and 14N were applied to the respective groups. The tests were administered by the research fellow/assistant with the assistance of the interpreter if necessary and in the spirit of the instructions issued to the teachers who administered the tests in the Australia-wide 1975 survey. Students were generally tested in groups ranging in size from two to eight.

The method of completing the tests was explained to students by the tester through an interpreter. The interpreter guided students through examples preceding the test items to ensure they understood how to answer the questions that followed. Students were encouraged to attempt all items and it was pointed out that the order of the items was not a reflection of item difficulty. This was particularly important in the numeration tests where items which were not language dependent (e.g. simple multiplication items) occurred in the body of the test paper, following linguistically more complex, language-dependent items.

It had been originally intended to administer these tests to students at the time they transferred from their initial centre/school in the Contingency Program to the regular school system or to other localities. This proved to be impracticable since the time of transfer was often unpredictable. Students who were tested in the program at Week 14, for instance, could be quite widely dispersed by the time of the next testing visit at Week 20, and their exact whereabouts unknown. Even if they could all have been traced, it would not have been practicable within the constraints of the project to follow them to individual schools to administer the literacy and numeracy tests. Accordingly, the ACER literacy and numeracy tests were applied mainly at the Week 26 testing, just prior to the departure or expected departure of the students following their completion of six months in the Contingency Program. For reasons of absence etc. some of these students escaped the net, so results are available generally for only 70 per cent to 90 per cent of the Week 26 target groups.

Tables 7.2 to 7.4 show the percentage of refugee students in the primary and secondary samples who gave the correct answers to the items in the tests of reading and numeration. The task involved in each item can be inferred from the short description presented, sometimes in the form of the actual wording, at other times in terms of a task category. For most reading items, the answer had to be selected from three or four multiple-choice options, while for most numeration items the answer

Table 7.2

Percentages of refugee students in Sydney and Melbourne samples in 1980 and of Australian norming sample students in 1975 giving correct answers to questions in ACER Reading Tests 10R and 14R

|                                                                                                       | Primary                                          |       | 10-year-old norm |         | Secondary |       | 14-year-old norm |         |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------|------------------|---------|-----------|-------|------------------|---------|
|                                                                                                       | Syd.                                             | Melb. | Aust.            | No Eng. | Syd.      | Melb. | Aust.            | No Eng. |
| No. of students staying until Week 26                                                                 | 17                                               | 16    |                  |         | 29        | 32    |                  |         |
| No. of students administered Reading Test 10R/14R                                                     | 12                                               | 11    |                  |         | 19        | 25    |                  |         |
| Test items                                                                                            | Percentage of students answering items correctly |       |                  |         |           |       |                  |         |
| 1. Print missing letters in alphabet. Comprehending literal meaning of a simple sentence (pictorial). | 58                                               | 55    | 92               | 82      | 74        | 80    | 96               | 83      |
| 2. The boy saw a fish in the fish bowl.                                                               | 83                                               | 73    | 94               | 96      | 74        | 68    | 99               | 95      |
| 3. He is taller than his sister.                                                                      | 50                                               | 55    | 98               | 94      | 100       | 72    | 99               | 96      |
| 4. He chose the biggest aeroplane.                                                                    | 50                                               | 55    | 96               | 91      | 74        | 88    | 99               | 92      |
| 5. The three blocks are standing one on top of the other.                                             | 33                                               | 55    | 98               | 90      | 47        | 64    | 99               | 96      |
| 6. The woman was surprised to see the horse inside.                                                   | 75                                               | 27    | 97               | 88      | 63        | 64    | 99               | 90      |
| 7. The news (is, were, are) good today.                                                               | 67                                               | 27    | 92               | 72      | 53        | 28    | 96               | 66      |
| 8. He has (going, go, to go) to school very early.                                                    | 50                                               | 27    | 90               | 74      | 16        | 28    | 97               | 91      |
| 9. Is it true that so many coconuts come (on, out, from) Fiji?                                        | 50                                               | 18    | 92               | 83      | 53        | 56    | 98               | 90      |
| 10. They sold their house at last (wasn't it?, don't they?, didn't they?)                             | 33                                               | 27    | 92               | 83      | 47        | 44    | 98               | 96      |
| 11. I have lost my pencil. May I use (your?, of yours?, yours?)                                       | 25                                               | 9     | 95               | 90      | 21        | 4     | 98               | 92      |
| 12. In American (the rich, a rich, rich) often buy very large cars.                                   | 25                                               | 36    | 88               | 69      | 32        | 52    | 98               | 91      |
| 13. The children                                                                                      |                                                  |       |                  |         |           |       |                  |         |
| <input type="checkbox"/> in the afternoon study never                                                 | 42                                               | 36    | 93               | 85      | 84        | 44    | 99               | 91      |
| <input type="checkbox"/> study in the afternoon never                                                 |                                                  |       |                  |         |           |       |                  |         |
| <input type="checkbox"/> never study in the afternoon                                                 |                                                  |       |                  |         |           |       |                  |         |
| Passage comprehension                                                                                 |                                                  |       |                  |         |           |       |                  |         |

Passage A

14. What does the Tailor Bird use in place of thread? (grass, string, spider web, thorns)

15. Tailor Bird . . . (inferential meaning)

16. Tailor Bird . . . (inferential meaning)

17. Tailor Bird . . . (literal meaning)

|    |    |    |    |   |   |   |   |
|----|----|----|----|---|---|---|---|
| 50 | 36 | 94 | 86 | - | - | - | - |
| 8  | 27 | 60 | 46 | - | - | - | - |
| 0  | 27 | 58 | 28 | - | - | - | - |
| 0  | 0  | 72 | 74 | - | - | - | - |

Passage B

14. Paracutin was once the name of (a peasant, a village, an old mountain, a Mexican)

15. Paracutin . . . (literal meaning)

16. Paracutin . . . (inferential meaning)

17. Paracutin . . . (literal meaning)

18. Paracutin . . . (inferential meaning)

19. Paracutin . . . (inferential meaning)

|    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|
| -  | -  | -  | -  | 16 | 12 | 70 | 49 |
| -  | -  | -  | -  | 32 | 36 | 90 | 66 |
| -  | -  | -  | -  | 42 | 24 | 84 | 66 |
| -  | -  | -  | -  | 5  | 8  | 53 | 38 |
| -  | -  | -  | -  | 16 | 20 | 60 | 35 |
| -  | -  | -  | -  | 16 | 24 | 81 | 62 |
| 41 | 35 | 88 | 78 | 46 | 43 | 90 | 78 |

Mean percentage

had to be calculated or presented by the student. A complete description of the items is available in Bourke and Lewis (1976).

Results for the reading tests for refugee students for the primary and secondary samples are presented in Table 7.2 together with the 1975 norms for the 10-year-old and 14-year-old Australian samples and for the subgroups of these samples (equivalent to 144 10-year-olds and seventy-five 14-year-olds) from homes in which very little or no English was spoken. Items 1 to 13 were the same for both primary and secondary samples. Passage A, reading comprehension, was applied only to the primary sample, and Passage B only to the secondary sample.

It is readily apparent from the percentage figures for the set of items in Table 7.2 that there is no significant difference at either the primary or secondary level in the percentage of Sydney and Melbourne students answering the reading test items correctly. There was little difference in the mean percentages, and sign tests for the two paired sets of items confirmed that the Sydney and Melbourne samples did not differ significantly over the set of items. At both primary and secondary level, the set of percentages of refugee students answering the items correctly was significantly lower ( $p < 0.001$ , sign test) than the average percentages of Australian students answering the items correctly and of the subgroup of the Australian norming sample who came from homes where little or no English was spoken. When they came to leave the Contingency Program after their first six months of instruction, the reading achievement of the refugee students at both primary and secondary levels was far below that of students in the regular school classes to which they could expect to proceed.

Readers should be warned against drawing any firm inferences from differences in the percentage figures for particular items for the Sydney and Melbourne samples. Because of the small numbers of students taking these tests, differences would have to be very large to be significant, as for instance in Item 6 at the primary level.

The achievement of refugee students on the ACER numeration tests is compared with that of the Australian 1975 norming samples in Tables 7.3 and 7.4. Separate tables are presented for the primary and secondary level refugee samples since there were few items common to the 10N and 14N tests.

Again in the case of numeration there was no significant difference in the performance of the Sydney and Melbourne primary level samples on the set of items from Test 10N. This applies to both the difference in the mean percentages for the two samples and a comparison of the samples in terms of the sign test. Both Sydney and Melbourne samples, however, were significantly lower in achievement on the set of items than were the corresponding Australian 10-year-old sample and the subgroup of 10-year-olds from homes in which little or no English was spoken.

In the numeration test at the secondary level (Table 7.4), the difference between Sydney and Melbourne samples was a little more marked. Although it was not significant when comparing mean percentages, comparisons for each item favoured Sydney many more times than Melbourne and yielded a significant result on a sign test. The two samples were equally proficient in routine computational examples, but the Sydney sample tended to be more proficient in questions requiring interpretation and application of number concepts. Both refugee samples, however, fell far short of the Australian 14-year-old norms, and of the norms of the subgroup from homes with little or no English.

It may be concluded that refugee students who left the Contingency Program after their first six months' instruction were well below the standard of their Australian age counterparts in numeration, except in straightforward computational examples (Items 10 to 13, 15 to 18) in which they performed about as well as Australian students.

Table 7.3

Percentages of refugee students in Sydney and Melbourne primary level samples in 1980 and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 10N

|                                                                                                                   | Primary                                         |       | 10-year-old norms |         |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------|-------------------|---------|
|                                                                                                                   | Syd.                                            | Melb. | Aust.             | No Eng. |
| No. of students staying until Week 26                                                                             | 17                                              | 16    |                   |         |
| No. of students administered Numeration Test 10N                                                                  | 13                                              | 11    |                   |         |
| Test items                                                                                                        | Percentage of students answering item correctly |       |                   |         |
| 1. Estimate no. of matches in box (pictorial).                                                                    | 62                                              | 18    | 53                | 50      |
| 2. In number 2064, what does the 6 stand for?                                                                     | 38                                              | 18    | 86                | 70      |
| 3. Which shape has $\frac{1}{4}$ shaded?                                                                          | 38                                              | 45    | 87                | 82      |
| 4. John's dad is a tall man. His height about (1, 2, 4, 6) metres.                                                | 23                                              | 9     | 28                | 18      |
| 5. Interpret TV program guide.                                                                                    | 8                                               | 36    | 92                | 77      |
| 6. Ordering objects in terms of numerical size.                                                                   | 15                                              | 9     | 96                | 95      |
| 7. Selecting from a number of objects the one closest to a given position.                                        | 15                                              | 27    | 90                | 79      |
| 8. How many people are in this picture?                                                                           | 77                                              | 64    | 98                | 91      |
| 9. Measuring length of object with ruler (picture).                                                               | 46                                              | 45    | 96                | 88      |
| 10. Add $9 + 6$ .                                                                                                 | 92                                              | 80    | 91                | 81      |
| 11. Subtract $17 - 9$ .                                                                                           | 92                                              | 73    | 87                | 80      |
| 12. Multiply $7 \times 6$ .                                                                                       | 77                                              | 36    | 83                | 78      |
| 13. Divide $56 \div 7$ .                                                                                          | 62                                              | 45    | 73                | 57      |
| 14. Put a cross on the girl running fourth in race.                                                               | 31                                              | 18    | 94                | 83      |
| 15. Add $38 + 19$ .                                                                                               | 62                                              | 73    | 83                | 72      |
| 16. Subtract $36 - 19$ .                                                                                          | 62                                              | 64    | 74                | 56      |
| 17. Multiply $38 \times 9$ .                                                                                      | 54                                              | 18    | 55                | 45      |
| 18. Divide $125 \div 5$ .                                                                                         | 31                                              | 45    | 65                | 48      |
| 19. How many balloons are there altogether?                                                                       | 62                                              | 64    | 94                | 84      |
| 20. How much money is here altogether? (Picture of coins).                                                        | 77                                              | 55    | 97                | 86      |
| 21. Calculating change from 50 cents.                                                                             | 54                                              | 27    | 91                | 77      |
| 22. Total cost of 3 articles, 5c, 9c, 4c.                                                                         | 38                                              | 55    | 95                | 83      |
| 23. How many (20c) toy baskets can you buy for \$1?                                                               | 38                                              | 45    | 94                | 79      |
| 24. How many minutes in half an hour?                                                                             | 38                                              | 45    | 89                | 75      |
| 25. (Picture of 4 boxes of 15 cards). Altogether how many cards in the 4 boxes?                                   | 69                                              | 45    | 89                | 72      |
| 26. Reading a calendar.                                                                                           | 31                                              | 36    | 91                | 75      |
| 27. (Picture). Cost of 3 bags of jellybeans (at 25c a bag).                                                       | 54                                              | 45    | 90                | 74      |
| 28. Reading a pictograph.                                                                                         | 23                                              | 36    | 81                | 64      |
| 29. Reading time from a watch (Picture).                                                                          | 46                                              | 36    | 71                | 52      |
| 30. (Picture). Mary's cakes (8). Betty's cakes (2). How many cakes must Mary give Betty so both have same number? | 0                                               | 9     | 76                | 53      |
| 31. (Picture). Medicine bottle. (contents, 150ml.) (Dose 10ml. a day) How many days will medicine last?           | 8                                               | 18    | 69                | 47      |



|                                                   |    |    |    |    |
|---------------------------------------------------|----|----|----|----|
| 32. Put crosses on 1/3 of the lollies. (Picture). | 8  | 9  | 47 | 21 |
| 33. 20 minutes after 10 past 8. What time?        | 0  | 0  | 69 | 45 |
| Mean percentage                                   | 43 | 38 | 81 | 68 |

**Table 7.4**

**Percentages of refugee students in Sydney and Melbourne secondary level samples in 1980 and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 14N**

|                                                                                                                     | <i>Secondary</i>                                       |              | <i>14-year-old norms</i> |                |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------|--------------------------|----------------|
|                                                                                                                     | <i>Syd.</i>                                            | <i>Melb.</i> | <i>Aust.</i>             | <i>No Eng.</i> |
| No. of students staying until Week 26                                                                               | 29                                                     | 32           |                          |                |
| No. of students administered Numeration Test 14N                                                                    | 26                                                     | 25           |                          |                |
| <i>Test items</i>                                                                                                   | <i>Percentage of students answering item correctly</i> |              |                          |                |
| 1. Calculating equivalent areas.                                                                                    | 46                                                     | 4            | 86                       | 61             |
| 2. (Picture). Chemist open 8 a.m. — 10 p.m.<br>How many hours?                                                      | 42                                                     | 28           | 83                       | 55             |
| 3. Betty ran 70 metres in 10.8 secs, Mary in 12.4<br>secs. How many seconds faster was Betty?                       | 42                                                     | 40           | 76                       | 52             |
| 4. Which of five fractions closest in size to 3/16?                                                                 | 4                                                      | 4            | 63                       | 45             |
| 5. Lowest price per bag for tea bags. (25 bags for<br>33 cents, 30 bags for 37 cents, etc.).                        | 27                                                     | 8            | 69                       | 43             |
| 6. Interpreting distance on simple map.                                                                             | 50                                                     | 24           | 79                       | 71             |
| 7. Calculating change from \$1.                                                                                     | 62                                                     | 24           | 95                       | 83             |
| 8. Reading time from a watch (picture).                                                                             | 50                                                     | 48           | 89                       | 78             |
| 9. Reading a simple bar graph and scale.                                                                            | 31                                                     | 16           | 88                       | 69             |
| 10. Add 9 + 6.                                                                                                      | 100                                                    | 96           | 99                       | 96             |
| 11. Subtract 17 - 9.                                                                                                | 92                                                     | 92           | 96                       | 89             |
| 12. Multiply 7 × 6.                                                                                                 | 92                                                     | 88           | 96                       | 86             |
| 13. Divide 56 ÷ 7.                                                                                                  | 85                                                     | 92           | 92                       | 81             |
| 14. Measuring length of object with ruler<br>(Picture).                                                             | 54                                                     | 44           | 90                       | 77             |
| 15. Add 38 + 19.                                                                                                    | 88                                                     | 92           | 94                       | 83             |
| 16. Subtract 36 - 19.                                                                                               | 77                                                     | 88           | 90                       | 74             |
| 17. Multiply 38 × 9.                                                                                                | 69                                                     | 64           | 80                       | 70             |
| 18. Divide 125 ÷ 5.                                                                                                 | 88                                                     | 76           | 90                       | 69             |
| 19. John turned 13 on 7 Jan. 1975. Year born?                                                                       | 19                                                     | 4            | 90                       | 77             |
| 20. Recipe for 1 pie. How much flour for 3 pies?                                                                    | 19                                                     | 4            | 92                       | 62             |
| 21. Relative magnitude of 1, 2 and 3 place<br>decimal fractions.                                                    | 31                                                     | 24           | 86                       | 78             |
| 22. Lottery winning ticket list. Which number<br>closest to 85000 won a prize?                                      | 31                                                     | 0            | 77                       | 58             |
| 23. Comparing prices. How much cheaper is Soft<br>Top than Hard Top vehicle?                                        | 31                                                     | 32           | 77                       | 50             |
| 24. (Advt.) Concrete \$24 per cub. metre. Cost of<br>3/4 of a cub. metre?                                           | 23                                                     | 12           | 80                       | 60             |
| 25. (Pic). Medicine bottle. (Contents, 300ml.)<br>(Dose, 20ml. 3 times a day). How many days<br>will medicine last? | 4                                                      | 8            | 72                       | 68             |

|                                                                                |    |    |    |    |
|--------------------------------------------------------------------------------|----|----|----|----|
| 26. (Signpost). Bourke, 450km. How many hrs. at 90km. per hr.?                 | 38 | 40 | 81 | 59 |
| 27. Reading a dial on weighing scales.                                         | 31 | 44 | 78 | 58 |
| 28. (Advt.). Yearly interest on \$900 at 10%?                                  | 23 | 12 | 70 | 44 |
| 29. Cost saving in buying family ticket in place of adult and child tickets.   | 4  | 4  | 89 | 65 |
| 30. Total cost of several items purchases from list in milk bar. (Under \$10). | 12 | 8  | 64 | 41 |
| 31. Comparing volumes of cuboids.                                              | 8  | 0  | 57 | 52 |
| 32. Determining sales tax on article from tax chart.                           | 23 | 4  | 72 | 53 |
| 33. $1240 \div 29$ is about (20, 30, 40, 50, 60).                              | 42 | 28 | 68 | 59 |
| Mean percentage                                                                | 44 | 35 | 82 | 66 |

## Chapter 8

### Adjusting to the new environment

Acquiring proficiency in English was likely to be a formidable task for the newly arrived refugee student from Vietnam, Laos or Kampuchea, especially for those students with little or no previous education in their own country. Settling into a new environment at the migrant reception centre and the school or language reception centre, and into a society with a very different culture from their own, was likely to be no less daunting. It would have been made no easier by the stress experienced by students and their families in fleeing to refugee camps and in exposure to violence. In these circumstances, the extent and manner of the students' adjustment to their new environment was a matter of considerable significance to the operation of the Contingency Program. An adequate degree of adjustment would not only facilitate the transition of the student into the regular school system; it could be expected to have positive effects on the student's rate of acquiring proficiency in English, as the interrelatedness of socio-cultural adjustment and language acquisition in a host country is widely recognised (Kleinmann and Daniel 1981).

Direct observational studies of the students' social adjustment during their period in the Contingency Program were beyond the resources of the evaluative study. The main sources of data on adjustment were questionnaires — some self-report data completed by the students on questionnaires administered by interpreters, and teacher ratings of aspects of each student's adjustment. Comments on the adjustment of Indo-Chinese refugee students were also sought from parents in the Sydney and Melbourne study, and from principals and teachers involved in Contingency Program schools/centres in most Australian States.

#### Development of student and teacher questionnaires

The questionnaires for measuring student adjustment were developed in consultation with teachers and aides in the Contingency Program, members of the Steering Committee for the project and with university staff with experience in questionnaire development. Existing questionnaires and surveys of relevance were also consulted. Topics for inclusion in the questionnaires were identified by consulting teachers in the Contingency Program and by referring to relevant studies such as the *Initial Adjustment to Schooling of Immigrant Families* (Taft and Cahill 1978) which included questionnaires on student adjustment. Questionnaires in frequent use in research studies such as the Coopersmith Self-esteem Inventory (Coopersmith 1959) were studied but rejected as culturally inappropriate. The experience of research officers of the Department of Immigration and Ethnic Affairs in carrying out a survey of settlement experiences of refugees was also considered in designing the questionnaires.

Ultimately, some topics included in the student questionnaire were recognised as unlikely to elicit frank responses from the majority of students even with the assistance of well-briefed interpreters. It was hoped, however, that they would identify a minority of students whose atypical responses would in themselves signal

some degree of adjustment difficulty. It was appreciated by the research team that many of the roles and activities typifying the well-adjusted child in western education were not appropriate to children of Indo-Chinese origin. It was also recognised that cultural differences could well mask adjustment difficulties from teachers unless they had extensive experience of working with Indo-Chinese children. In Indo-Chinese societies the extended family traditionally functions as a shock absorber for emotional problems, but even if the support group was scattered following students' departure from the home country, students would not usually look for a replacement for the support group in the school environment in Australia. The personal counsellor role which Australian teachers may adopt in their relation with students was alien to students from Indo-Chinese origin. They were far more likely to suppress and to exclude their emotional difficulties from school life. This in itself could provide teachers with some guide to the conflict students experienced adjusting to society and school in Australia and hence the inclusion in the teacher questionnaire of questions about excessive reticence or aggression. Teachers' comments could acquire meaning in the context of the remainder of the school/centre refugee population who did not display these qualities.

Draft questionnaires on topics identified by the sources indicated above were developed and circulated among teachers and aides in the program in Sydney and Melbourne and among support staff such as school counsellors. Their suggestions and comments, along with those of the Steering Committee were taken into account in the final version of the teacher and student questionnaires. Questions were developed on students' academic progress, friendship patterns, classroom behaviour, and interaction patterns, language development and after-school activities.

### **Administration of student questionnaires**

Student questionnaires were administered at Week 8 and Week 20. Copies of the Week 8 questionnaire and of the additional items in the Week 20 questionnaire are included in Appendix 16. The questions fall under two broad headings: those relating to school and those relating to out-of-school activities. At Week 8 the school-related questions covered the following topics: what children liked best/least at school; their attitude to sport at school in Australia and in their countries of origin; their friendship patterns in Australia and in their countries of origin; how much they liked their teachers in Australia; and their preferred length of stay in intensive English classes. The out-of-school questions explored preferences in leisure activities, how happy the students and their parents were about living in Australia and the number of school excursions they had experienced.

Questionnaires were administered to both primary and secondary students and were filled in by the interpreter during an oral interview in the child's first language (as nominated by the child). Students also had access to a written set of responses in their first language to aid their memory when responding to multiple-choice questions. These written responses were used only occasionally. Interviewers pursued information by rephrasing questions when necessary. For example, if students misunderstood the question or gave an unspecific answer the question was modified to elicit a more relevant response. The interpreters were instructed to make sure children understood what information was sought, even if it meant departing from their written questions. With primary children, interpreters frequently had to ask open questions before children could respond to the specific question on the questionnaire e.g. 'Who is your teacher?' 'How do you feel about him/her?' might precede 'How do you like him/her?'

At Week 20 it was intended that students respond again to questions asked at Week 8 and answer an additional range of questions primarily referring to their progress in English. This was the procedure followed in Sydney but because of an administrative oversight, students in Melbourne completed the additional questions only at Week 20 and did not reanswer those originally given at Week 8.

Since the refugee student classes in Sydney were sited in existing schools, Sydney students were asked about their use of English with students in mainstream classes; Melbourne students, being organised in separate language centres, were not asked these questions.

Similar areas of information were explored with both primary and secondary students but because of differences in their age and school experience it was frequently necessary to use different questions with the two groups. For example, primary children were asked the equivalent of 'How do you like your teacher?' whereas secondary students were asked 'How satisfied are you with your English teacher?'. Some questions were regarded as not relevant to primary-aged children, for example, those relating to job expectations and outings with friends.

The written translation of questions from English to Indo-Chinese languages was carried out after extensive discussion of the information being sought in each question. While the English versions of the questions may at times seem too sophisticated for children to answer, care was taken to ensure that this was not so in the translated versions.

The numbers of students completing questionnaires at Week 8 and Week 20 are shown in Table 8.1. The term 'common group' is used in the last row of the table to describe those students for whom questionnaire responses were available for both Weeks 8 and 20.

In subsequent tables in this section, responses have been recorded only for those categories of State, school level and country of origin for which sufficient responses were received. Figures represent the percentages of responses received in each category. As the Week 8 questionnaires were not repeated at Week 20 in Melbourne, no figures were available for comparison of a common group tested at both Week 8 and Week 20, nor for an analysis of Week 20 responses. Information for the subgroups of Vietnamese and Laotian students in each city has been given where it is available, but Kampuchean students were generally too few in number to justify the presentation of such information.

## Student attitudes to school

### *Most favoured aspect of school*

Given its predominance in their school life, it is not surprising that *learning English* was specified as the most favoured aspect of school by the largest percentage of students at both primary and secondary level. This response category included a small percentage of cases in which English was bracketed with one or more other subjects. While it appeared to account for a higher proportion of responses at secondary level than at primary level, the differences were not statistically significant.

From Week 8 to Week 20, learning English remained the most favoured aspect of schooling, although it showed a considerable fall in popularity, reflected in the common group (57 per cent to 29 per cent for the primary students in Sydney) as well as in the total groups. Studying showed an increase in popularity, which was statistically significant in the case of the Sydney secondary sample (9 per cent to 28

Table 8.1

Number of primary and secondary students completing student questionnaires at Week 8 and at Week 20

|                                                                  | <i>Primary</i> |                  |                |             | <i>Secondary</i> |                  |                |             |
|------------------------------------------------------------------|----------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                                  | <i>Sydney</i>  | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| <i>Week 8</i>                                                    |                |                  |                |             |                  |                  |                |             |
| Number still in sample                                           | 84             | 90               | 141            | 17          | 92               | 102              | 146            | 36          |
| Number completing questionnaire                                  | 69             | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Percentage of Week 8 sample completing questionnaire at Week 8   | 82             | 87               | 90             | 76          | 87               | 89               | 91             | 83          |
| <i>Week 20</i>                                                   |                |                  |                |             |                  |                  |                |             |
| Number still in sample                                           | 24             | 57               | 69             | 10          | 50               | 71               | 87             | 29          |
| Number completing questionnaire                                  | 22             | 52               | 64             | 8           | 40               | 60               | 75             | 21          |
| Percentage of Week 20 sample completing questionnaire at Week 20 | 92             | 91               | 93             | 80          | 80               | 85               | 86             | 72          |
| Number in common group, Weeks 8 and 20                           | 21             | —                | 17             | 4           | 38               | —                | 26             | 11          |



Table 8.2

Percentages of students mentioning learning English, studying and playing games/sport as most favoured aspects of school

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Learning English                |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 48                 | 40               | 46             | 39          | 56               | 51               | 52             | 57          |
| Week 20                         | 30                 |                  |                |             | 46               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 57                 |                  |                |             | 57               |                  |                |             |
| Week 20                         | 29                 |                  |                |             | 48               |                  |                |             |
| Studying                        |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 16                 | 24               | 21             | 15          | 9                | 22               | 14             | 27          |
| Week 20                         | 26                 |                  |                |             | 28               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 14                 |                  |                |             | 8                |                  |                |             |
| Week 20                         | 24                 |                  |                |             | 26               |                  |                |             |
| Playing games/sport             |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 19                 | 23               | 17             | 39          | 20               | 18               | 20             | 13          |
| Week 20                         | 13                 |                  |                |             | 15               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 19                 |                  |                |             | 18               |                  |                |             |
| Week 20                         | 14                 |                  |                |             | 13               |                  |                |             |

per cent, and 8 per cent to 26 per cent). A slight but not significant decrease in popularity occurred with playing games or sport, with only one-fifth or less of the students regarding this activity as the most favoured aspect of school. Some of the earlier appeal of learning English was taken up by an increased interest in other areas of study, as students widened their range of study experience.

#### *Least favoured aspect of school*

The responses of students to a question asking what they liked least at their school or centre are set out in Table 8.3, in the form of percentages of students mentioning hostile acts or attitudes, studying and playing games/sport.

Given the differing form of organisation of the program in Sydney and Melbourne, this question produced rather contradictory responses. While 78 per cent of the primary students and 73 per cent of the secondary students in Sydney responded with 'nothing', only 45 per cent of the primary students and 54 per cent of the secondary students in Melbourne gave this response. Twenty-one per cent of primary and 11 per cent of secondary students in Melbourne specified the hostile acts or attitudes of other students as the least liked of all aspects of school. The corresponding figures for Sydney were 3 per cent at both primary and secondary level. Melbourne children were referring to a predominantly Indo-Chinese group in their comments since they were attending intensive language centres. Melbourne primary students had categories of 'other' and 'nothing' available to them so their choice of 'hostile acts' was not forced by a perceived inappropriateness of the 'studying' or 'playing games/sports' categories. There were no clear indications of this hostility in other areas of the study (e.g. in the comments of teachers) and no particular ethnic group was specified as being the primary source of this hostility. Almost a quarter of the Melbourne primary students specified the playing of games/sport as the least favoured of school activities, with 17 per cent of secondary students in Melbourne selecting this response. The corresponding figures for Sydney were 3 per cent and 8 per cent respectively. At 27 per cent, the percentage of Laotian secondary students who disliked playing games/sport was disproportionately high. Some of the student dislike of games/sport may relate to the fact that 20 per cent reported that they did not play games/sport at school before coming to Australia.

Since the 30 per cent of Laotian primary students who mentioned studying as the least favoured aspect of school at Week 8 represents only four students, little importance can be attached to this figure.

At both Week 20 for the complete group, and at Weeks 8 and 20 for the common group, the majority of students again responded with 'nothing' when asked what they liked least about school. This response was given by 70 per cent of primary and of secondary students in the complete group at Week 20, and in the common group by 86 per cent of the primary and 71 per cent of the secondary students at Week 8 and by 67 per cent of the primary and 71 per cent of the secondary students at Week 20. In both the common and complete groups, there was a very slight increase in the number of students commenting on the hostile acts or attitudes of other students, and a slight decrease in the number reporting that studying was the least-liked activity, but the differences were not significant. With the possible exception of the Melbourne primary students, the percentage of students mentioning hostile acts or attitudes and studying as the least favoured aspects of schooling in Australia remained very small. The percentage of students liking games/sport least also remained small, again with the possible exception of the Melbourne groups.

Table 8.3

Percentages of students mentioning hostile acts/attitudes, studying and playing games/sport as least favoured aspects of school

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Hostile acts/attitudes          |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 3                  | 21               | 13             | 15          | 3                | 11               | 7              | 3           |
| Week 20                         | 9                  |                  |                |             | 5                |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 0                  |                  |                |             | 0                |                  |                |             |
| Week 20                         | 10                 |                  |                |             | 5                |                  |                |             |
| Studying                        |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 6                  | 6                | 4              | 30          | 14               | 6                | 0              | 0           |
| Week 20                         | 0                  |                  |                |             | 13               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 5                  |                  |                |             | 18               |                  |                |             |
| Week 20                         | 0                  |                  |                |             | 13               |                  |                |             |
| Playing games/sport             |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 3                  | 23               | 13             | 15          | 8                | 17               | 8              | 27          |
| Week 20                         | 9                  |                  |                |             | 8                |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 5                  |                  |                |             | 8                |                  |                |             |
| Week 20                         | 10                 |                  |                |             | 5                |                  |                |             |

### *Games/sport*

Primary level students were asked about the games, secondary students about the sports they played before coming to Australia, those they played at school in Australia and their preferences for games/sport as between Australia and their country of origin. Their responses are presented in Table 8.4.

There was a rather surprising difference between the Sydney and Melbourne samples in the percentage of students who claimed not to have played games/sport in their country of origin. In Melbourne, 3 per cent of primary level students and 7 per cent of secondary level students claimed not to have done so, against 41 per cent of primary level students and 20 per cent of secondary level students in Sydney. Some unreliability of response on this relatively factual piece of information is apparent for the common group in the Sydney secondary sample. In Week 8, eight (21 per cent) of the thirty-eight students claimed not to have played sport, whereas in Week 20, only three (8 per cent) of the students claimed not to have done so; the difference may have resulted from some clarification of the students' concept of sport in Australian schools in the intervening period.

About half of the primary students in Sydney and Melbourne, and a little more than half of the secondary students in Sydney stated that they preferred the games/sport they played in Australia to those they had played before they came to Australia. These figures are consistent with those in the lowest section of Table 8.4, which indicate that only small percentages of the students preferred the games/sport they played before they came to Australia. While few of the Melbourne secondary students preferred the sports they played before arrival in this country, only a small percentage expressed a preference for the sports played in Australia. This difference in preferences from the Sydney students may have been related to the types of sports offered to students in the two cities but its reliability is doubtful in view of the low Melbourne response rate to this question.

Although the data for the Sydney primary sample suggest some movement in preference from Week 8 to Week 20 away from the games played in Australia towards those played before arrival in Australia, the differences are too small to establish any significant trend in this direction. When the students who stated that they liked the games/sports they played in Australia about as much as those they had played before arrival are added to those who expressed a preference for games/sport played in Australia, the students can be regarded in general as responding positively to this aspect of their school life in Australia.

### *Friendship patterns*

Table 8.5 summarises the responses given by primary level students to questions about how many friends they had to play with at their school/centre in Australia and at their school before they came to Australia. It also presents the responses of secondary students to the questions: 'How many friends do you have at this school/centre?' and 'How many friends did you have in your school before you came to Australia?'.

Some care is necessary in interpreting the answers about how many friends students had at school, since it is possible that hindsight may have inflated the reported numbers of friends at school in the country of origin. Further, the recency of students' arrival made it likely that they would have made fewer friends at that stage of life in Australia. It is also possible, given rapidly altering friendship patterns among many primary-age children that their comments may be unreliable.

Except for the secondary students in the Melbourne sample, approximately two-thirds of the students reported at Week 8 that they had many friends at school in

Table 8.4

Involvement of students in games/sport before their arrival in Australia and their attitudes towards games/sport

|                                             | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                             | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire             |                    |                  |                |             |                  |                  |                |             |
| Week 8                                      | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                                     | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                                | 21                 |                  |                |             | 38               |                  |                |             |
|                                             | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| No games/sport played before arrival in     |                    |                  |                |             |                  |                  |                |             |
| Australia                                   |                    |                  |                |             |                  |                  |                |             |
| Week 8                                      | 41                 | 3                | 22             | 15          | 20               | 7                | 11             | 20          |
| Week 20                                     | 30                 |                  |                |             | 8                |                  |                |             |
| Common group                                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                      | 33                 |                  |                |             | 21               |                  |                |             |
| Week 20                                     | 33                 |                  |                |             | 8                |                  |                |             |
| Prefer games/sport played in Australia      |                    |                  |                |             |                  |                  |                |             |
| Week 8                                      | 45                 | 49               | 45             | 62          | 59               | 19               | 38             | 33          |
| Week 20                                     | 39                 |                  |                |             | 60               |                  |                |             |
| Common group                                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                      | 52                 |                  |                |             | 58               |                  |                |             |
| Week 20                                     | 38                 |                  |                |             | 61               |                  |                |             |
| Prefer games/sport played before arrival in |                    |                  |                |             |                  |                  |                |             |
| Australia                                   |                    |                  |                |             |                  |                  |                |             |
| Week 8                                      | 6                  | 6                | 5              | 15          | 11               | 9                | 8              | 20          |
| Week 20                                     | 22                 |                  |                |             | 13               |                  |                |             |
| Common group                                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                      | 5                  |                  |                |             | 18               |                  |                |             |
| Week 20                                     | 19                 |                  |                |             | 11               |                  |                |             |

their country of origin while about half of the students gave this response in terms of school in Australia. Only half of the Melbourne secondary students said they had many friends at school in their country of origin and only one-quarter said that they had many friends at school in Australia. When the 'many friends' and 'few friends' categories were combined, it was evident that most of the students claimed to have had friends at school both in Australia and in their country of origin. Less than 5 per cent of the students stated that they had no friends at their Australian school.

At Week 20, most of the students still reported having either many or a few friends in Australia, although fewer reported having many friends and more reported having few friends than at Week 8. The differences, however, such as the fall from 52 per cent to 39 per cent for many friends in the Sydney primary sample were not significant. There was, however, a more substantial rise at Week 20 in the percentage reporting they had had many friends at school in their country of origin. This was evident in both the complete groups and the common group, the difference between 57 per cent and 85 per cent being significant. The slightly less positive views of the Sydney samples at Week 20 of their friendships in Australia and more positive views of their friendships in their country of origin suggest that there was some sense of lacking in their friendships in Australia.

### **Happiness at school**

The responses of students to a question asking how happy they were at school (very happy, happy, not very happy, unhappy or very unhappy) are summarised in Table 8.6.

Most of the students claimed at both Week 8 and Week 20 that they were happy or very happy at their school or centre in Australia. There is the possibility, of course, that the question may have elicited the safe, respectable answer. There was, nevertheless, a significant decline at Week 20 in the percentage of Sydney secondary students reporting that they were happy or very happy at their school; the percentage indicating that they were not very happy or unhappy rose from approximately 5 per cent to just under 20 per cent. From responses given in the oral interviews, students reporting a lesser degree of happiness were concerned about such matters as their academic futures, the contrast between school in their country of origin and in Australia, the arduous nature of learning English, and their sense of not having the friends they had in their country of origin.

### *Student opinion of teacher*

Primary level students were asked how they liked their teacher (e.g. very much, a little, don't like much, don't like at all). Secondary level students were asked how satisfied they were with their English teacher (very satisfied, satisfied, not very satisfied, unsatisfied). Their responses are summarised in Table 8.7.

A high percentage of students at Week 8 and at Week 20 claimed to like or to be satisfied with their teacher, although the question was again likely to elicit what they deemed to be an acceptable response. The figures at the Week 8 level for primary students include a 65 per cent response of liking the teacher very much for Sydney students and 83 per cent for Melbourne students, which may reflect a real difference in their liking for the teachers and/or a difference in interviewing approaches. Some students did not provide an answer to the question. The only change of interest in the table is the greater degree of dissatisfaction with their teachers among the secondary students at Week 20, but the responses of this group at Week 20 nevertheless point to a high degree of satisfaction with their English teachers.



**Table 8.5**  
**Numbers of friends at school in Australia and before arrival**

|                                                         | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                         | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire                         |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                                                 | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                                            | 21                 |                  |                |             | 38               |                  |                |             |
|                                                         | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Have a few friends at school in Australia               |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 41                 | 58               | 50             | 46          | 41               | 63               | 54             | 57          |
| Week 20                                                 | 44                 |                  |                |             | 50               |                  |                |             |
| Common group                                            |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 62                 |                  |                |             | 40               |                  |                |             |
| Week 20                                                 | 62                 |                  |                |             | 53               |                  |                |             |
| Have many friends at school in Australia                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 52                 | 40               | 47             | 54          | 53               | 23               | 38             | 37          |
| Week 20                                                 | 39                 |                  |                |             | 48               |                  |                |             |
| Common group                                            |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 38                 |                  |                |             | 58               |                  |                |             |
| Week 20                                                 | 33                 |                  |                |             | 45               |                  |                |             |
| Had a few friends at school before arrival in Australia |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 32                 | 31               | 33             | 23          | 20               | 39               | 32             | 20          |
| Week 20                                                 | 14                 |                  |                |             | 18               |                  |                |             |
| Common group                                            |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 43                 |                  |                |             | 24               |                  |                |             |
| Week 20                                                 | 15                 |                  |                |             | 18               |                  |                |             |
| Had many friends at school before arrival in Australia  |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 66                 | 63               | 63             | 77          | 68               | 47               | 57             | 50          |
| Week 20                                                 | 86                 |                  |                |             | 80               |                  |                |             |
| Common group                                            |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                  | 57                 |                  |                |             | 66               |                  |                |             |
| Week 20                                                 | 85                 |                  |                |             | 79               |                  |                |             |

**Table 8.6**  
**Students' reports of their degree of happiness at school in Australia**

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Happy/very happy at school      |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 88                 | 87               | 87             | 100         | 96               | 87               | 90             | 97          |
| Week 20                         | 95                 |                  |                |             | 83               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 95                 |                  |                |             | 95               |                  |                |             |
| Week 20                         | 95                 |                  |                |             | 81               |                  |                |             |

**Table 8.7**  
**Students' liking/satisfaction with teacher/English teacher**

|                                                           | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|-----------------------------------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                           | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire                           |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                    | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                                                   | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                                              | 21                 |                  |                |             | 38               |                  |                |             |
|                                                           | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Liked teacher very much/a little (primary)                |                    |                  |                |             |                  |                  |                |             |
| Satisfied/very satisfied with English teacher (secondary) |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                    | 93                 | 96               | 95             | 100         | 100              | 93               | 97             | 100         |
| Week 20                                                   | 95                 |                  |                |             | 88               |                  |                |             |
| Common group                                              |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                    | 95                 |                  |                |             | 95               |                  |                |             |
| Week 20                                                   | 95                 |                  |                |             | 81               |                  |                |             |
| Didn't like teacher (primary)                             |                    |                  |                |             |                  |                  |                |             |
| Not very satisfied/unsatisfied with teacher (secondary)   |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                    | 7                  | 4                | 5              | 0           | 0                | 4                | 3              | 0           |
| Week 20                                                   | 0                  |                  |                |             | 10               |                  |                |             |
| Common group                                              |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                    | 5                  |                  |                |             | 0                |                  |                |             |
| Week 20                                                   | 0                  |                  |                |             | 11               |                  |                |             |

**Table 8.8**  
**Attitudes of students towards homework**

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Would prefer more homework      |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 57                 | 45               | 52             | 31          | 50               | 43               | 46             | 47          |
| Week 20                         | 41                 |                  |                |             | 38               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 62                 |                  |                |             | 55               |                  |                |             |
| Week 20                         | 40                 |                  |                |             | 40               |                  |                |             |
| Same amount of homework         |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 33                 | 39               | 34             | 62          | 44               | 51               | 47             | 47          |
| Week 20                         | 18                 |                  |                |             | 50               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 33                 |                  |                |             | 37               |                  |                |             |
| Week 20                         | 15                 |                  |                |             | 53               |                  |                |             |
| Would prefer less homework      |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 10                 | 16               | 14             | 7           | 6                | 6                | 7              | 6           |
| Week 20                         | 41                 |                  |                |             | 10               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 5                  |                  |                |             | 8                |                  |                |             |
| Week 20                         | 45                 |                  |                |             | 5                |                  |                |             |

## *Homework*

In view of their need to become proficient in English in order to make something of their educational opportunities in Australia, it was anticipated that the students would have a positive attitude to homework. They were asked how much homework they thought they should have, more or less or the same as they were being given. Their responses are set out in Table 8.8.

At Week 8, half of the students expressed a preference for more homework than they were currently given, while most of the remainder indicated they were satisfied with the existing amount of homework. Only 10 per cent or less of the secondary students indicated a preference for less homework at Week 8 and at Week 20. Among the Sydney primary students, however, there was a distinct change of preference from Weeks 8 to 20 towards less homework, possibly reflecting a greater homework load in the later stages of their intensive program in English.

## *Preferred length of stay in intensive English classes*

Students were asked how much longer they would like to stay in their English class before going to an ordinary school class: less than three months, three months, six months, one year or more than one year. Their responses are given in Table 8.9.

At Week 8, one-half to two-thirds of the students indicated they would like to stay for six months or a lesser period in the intensive English classes. At both primary and secondary levels, however, there was a significant difference in the percentages of Sydney and Melbourne students preferring to stay for one year or more in the classes, the percentages being substantially higher in Sydney than in Melbourne. One might speculate that this difference could reflect a greater degree of satisfaction with intensive language classes located in the regular school system, but no evidence is available to test this speculation. The response rate to the question was also considerably lower for the Melbourne samples. At Week 20, only one-third of the primary students and two-thirds of the secondary students in Sydney were indicating they would like to stay in the intensive English classes for a further period of six months or less, and the percentage of secondary students indicating a preference for a prolonged stay was considerably reduced.

## *Excursions*

Table 8.10 summarises the responses of students to a question asking how many school excursions they had been on: none, one, a few or many.

The incidence of school excursions for both primary and secondary students by Week 8 was reported to be much higher for Melbourne students than for Sydney students. Most of the Melbourne students had been on more than one excursion by Week 8. Since the Melbourne students were located in or near migrant settlement centres, organised excursions for these students during the early part of the program may have been seen to be rather more necessary than for Sydney students. By Week 20, however, most of the Sydney students had been on one or more excursions; only a small percentage had still not taken part in an excursion.

## **Student attitudes to life outside school in Australia**

### *Three most common activities*

In indicating what they usually did after school hours, students were asked to choose up to three activities from a longer list which allowed them to nominate other activities in place of those listed. Their responses are presented in Table 8.11.

**Table 8.9**  
**Students' preferred length of stay in intensive English classes**

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Three months or less            |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 22                 | 18               | 20             | 15          | 14               | 19               | 17             | 17          |
| Week 20                         | 18                 |                  |                |             | 28               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 19                 |                  |                |             | 13               |                  |                |             |
| Week 20                         | 20                 |                  |                |             | 29               |                  |                |             |
| Six months                      |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 28                 | 32               | 32             | 23          | 41               | 46               | 47             | 40          |
| Week 20                         | 18                 |                  |                |             | 35               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 33                 |                  |                |             | 42               |                  |                |             |
| Week 20                         | 15                 |                  |                |             | 37               |                  |                |             |
| One year                        |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 26                 | 12               | 17             | 23          | 26               | 14               | 20             | 13          |
| Week 20                         | 18                 |                  |                |             | 30               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 33                 |                  |                |             | 26               |                  |                |             |
| Week 20                         | 20                 |                  |                |             | 26               |                  |                |             |
| More than one year              |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 19                 | 4                | 10             | 23          | 18               | 2                | 5              | 30          |
| Week 20                         | 14                 |                  |                |             | 3                |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 10                 |                  |                |             | 18               |                  |                |             |
| Week 20                         | 10                 |                  |                |             | 3                |                  |                |             |



**Table 8.10**  
**Students' report of frequency of school excursions**

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| No excursions                   |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 62                 | 13               | 39             | 31          | 48               | 12               | 36             | 3           |
| Week 20                         | 14                 |                  |                |             | 10               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 81                 |                  |                |             | 45               |                  |                |             |
| Week 20                         | 15                 |                  |                |             | 11               |                  |                |             |
| One excursion                   |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 29                 | 22               | 26             | 31          | 28               | 36               | 30             | 40          |
| Week 20                         | 36                 |                  |                |             | 10               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 19                 |                  |                |             | 26               |                  |                |             |
| Week 20                         | 40                 |                  |                |             | 11               |                  |                |             |
| More than one excursion         |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 7                  | 63               | 36             | 31          | 25               | 51               | 33             | 57          |
| Week 20                         | 50                 |                  |                |             | 78               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 0                  |                  |                |             | 29               |                  |                |             |
| Week 20                         | 45                 |                  |                |             | 76               |                  |                |             |

**Table 8.11**  
**Main activities of students after school hours**

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Watching TV                     |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 67                 | 67               | 66             | 92          | 46               | 45               | 41             | 67          |
| Week 20                         | 73                 |                  |                |             | 65               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 76                 |                  |                |             | 50               |                  |                |             |
| Week 20                         | 75                 |                  |                |             | 63               |                  |                |             |
| Doing homework                  |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 67                 | 46               | 61             | 15          | 74               | 63               | 71             | 47          |
| Week 20                         | 77                 |                  |                |             | 65               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 76                 |                  |                |             | 74               |                  |                |             |
| Week 20                         | 80                 |                  |                |             | 68               |                  |                |             |
| Playing sport/games             |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 57                 | 41               | 50             | 54          | 36               | 32               | 34             | 40          |
| Week 20                         | 32                 |                  |                |             | 28               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 71                 |                  |                |             | 29               |                  |                |             |
| Week 20                         | 30                 |                  |                |             | 26               |                  |                |             |
| Reading                         |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 15                 | 49               | 32             | 31          | 31               | 63               | 47             | 57          |
| Week 20                         | 0                  |                  |                |             | 33               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 10                 |                  |                |             | 34               |                  |                |             |
| Week 20                         | 0                  |                  |                |             | 34               |                  |                |             |

**Table 8.12**  
**Frequency and nature of outings with family and friends**

|                                                             | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|-------------------------------------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                             | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire                             |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                      | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                                                     | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                                                | 21                 |                  |                |             | 38               |                  |                |             |
|                                                             | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Outings with family in Australia at least once a week       |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                      | 59                 | 81               | 69             | 92          | 41               | 64               | 55             | 43          |
| Week 20                                                     | 55                 |                  |                |             | 40               |                  |                |             |
| Common group                                                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                      | 57                 |                  |                |             | 45               |                  |                |             |
| Week 20                                                     | 50                 |                  |                |             | 39               |                  |                |             |
| Outings with family in Australia once a month or less often |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                      | 38                 | 15               | 28             | 8           | 45               | 28               | 32             | 53          |
| Week 20                                                     | 41                 |                  |                |             | 53               |                  |                |             |
| Common group                                                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                      | 43                 |                  |                |             | 42               |                  |                |             |
| Week 20                                                     | 45                 |                  |                |             | 53               |                  |                |             |
| Outings with friends in Australia at least once a week      |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                      | —                  | —                | —              | —           | 41               | 58               | 48             | 63          |
| Week 20                                                     | —                  |                  |                |             | 63               |                  |                |             |
| Common group                                                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                      | —                  |                  |                |             | 47               |                  |                |             |
| Week 20                                                     | —                  |                  |                |             | 61               |                  |                |             |

|                                                              |    |    |    |    |    |    |    |    |
|--------------------------------------------------------------|----|----|----|----|----|----|----|----|
| Outings with friends in Australia once a month or less often |    |    |    |    |    |    |    |    |
| Week 8                                                       | -  | -  | -  | -  | 56 | 34 | 46 | 33 |
| Week 20                                                      | -  |    |    |    | 28 |    |    |    |
| Common group                                                 |    |    |    |    |    |    |    |    |
| Week 8                                                       | -  |    |    |    | 50 |    |    |    |
| Week 20                                                      | -  |    |    |    | 29 |    |    |    |
| Outings with friends less often than in country of origin    |    |    |    |    |    |    |    |    |
| Week 8                                                       | -  | -  | -  | -  | 56 | 63 | 63 | 47 |
| Week 20                                                      | -  |    |    |    | 65 |    |    |    |
| Common group                                                 |    |    |    |    |    |    |    |    |
| Week 8                                                       | -  |    |    |    | 53 |    |    |    |
| Week 20                                                      | -  |    |    |    | 63 |    |    |    |
| Preferred outing: shopping                                   |    |    |    |    |    |    |    |    |
| Week 8                                                       | 26 | 14 | 20 | 31 | 36 | 21 | 28 | 33 |
| Week 20                                                      | 18 |    |    |    | 50 |    |    |    |
| Common group                                                 |    |    |    |    |    |    |    |    |
| Week 8                                                       | 19 |    |    |    | 42 |    |    |    |
| Week 20                                                      | 15 |    |    |    | 50 |    |    |    |
| Preferred outing: sightseeing                                |    |    |    |    |    |    |    |    |
| Week 8                                                       | 20 | 44 | 33 | 46 | 24 | 35 | 31 | 30 |
| Week 20                                                      | 55 |    |    |    | 13 |    |    |    |
| Common group                                                 |    |    |    |    |    |    |    |    |
| Week 8                                                       | 19 |    |    |    | 16 |    |    |    |
| Week 20                                                      | 60 |    |    |    | 13 |    |    |    |
| Preferred outing: visiting friends or relatives              |    |    |    |    |    |    |    |    |
| Week 8                                                       | 30 | 18 | 26 | 8  | 25 | 9  | 15 | 20 |
| Week 20                                                      | 14 |    |    |    | 18 |    |    |    |
| Common group                                                 |    |    |    |    |    |    |    |    |
| Week 8                                                       | 38 |    |    |    | 26 |    |    |    |
| Week 20                                                      | 15 |    |    |    | 16 |    |    |    |

**Table 8.13**  
**Students' views on living in Australia**

|                                 | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                 | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number completing questionnaire |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 69                 | 78               | 127            | 13          | 80               | 91               | 133            | 30          |
| Week 20                         | 22                 |                  |                |             | 40               |                  |                |             |
| Common group                    | 21                 |                  |                |             | 38               |                  |                |             |
|                                 | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Liked living in Australia       |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 90                 | 95               | 95             | 85          | 93               | 96               | 94             | 93          |
| Week 20                         | 91                 |                  |                |             | 88               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 95                 |                  |                |             | 90               |                  |                |             |
| Week 20                         | 95                 |                  |                |             | 87               |                  |                |             |
| Didn't like living in Australia |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 3                  | 1                | 2              | 0           | 3                | 0                | 2              | 0           |
| Week 20                         | 5                  |                  |                |             | 3                |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 0                  |                  |                |             | 3                |                  |                |             |
| Week 20                         | 0                  |                  |                |             | 3                |                  |                |             |
| Parents happy in Australia      |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 59                 | 74               | 69             | 54          | 65               | 65               | 61             | 73          |
| Week 20                         | 73                 |                  |                |             | 68               |                  |                |             |
| Common group                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 76                 |                  |                |             | 61               |                  |                |             |
| Week 20                         | 75                 |                  |                |             | 68               |                  |                |             |
| Parents not happy in Australia  |                    |                  |                |             |                  |                  |                |             |
| Week 8                          | 13                 | 1                | 3              | 31          | 3                | 0                | 0              | 7           |
| Week 20                         | 0                  |                  |                |             | 0                |                  |                |             |

|                             |    |    |    |    |    |    |    |    |
|-----------------------------|----|----|----|----|----|----|----|----|
| Common group                |    |    |    |    |    |    |    |    |
| Week 8                      | 5  |    |    |    | 5  |    |    |    |
| Week 20                     | 0  |    |    |    | 0  |    |    |    |
| Parents' feelings not known |    |    |    |    |    |    |    |    |
| Week 8                      | 16 | 18 | 18 | 15 | 10 | 17 | 14 | 17 |
| Week 20                     | 18 |    |    |    | 8  |    |    |    |
| Common group                |    |    |    |    |    |    |    |    |
| Week 8                      | 14 |    |    |    | 11 |    |    |    |
| Week 20                     | 20 |    |    |    | 8  |    |    |    |
| Parents not in Australia    |    |    |    |    |    |    |    |    |
| Week 8                      | 12 | 5  | 9  | 0  | 23 | 19 | 26 | 3  |
| Week 20                     | 9  |    |    |    | 23 |    |    |    |
| Common group                |    |    |    |    |    |    |    |    |
| Week 8                      | 5  |    |    |    | 24 |    |    |    |
| Week 20                     | 5  |    |    |    | 21 |    |    |    |

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Watching television, doing homework and playing sport and games were the three most common activities in which students were occupied after school hours, although reading was as important as sport/games among Sydney secondary students. At Week 8, reading was cited by many more Melbourne than Sydney students as a usual activity after school hours. About one-quarter of the students selected visits to and from friends as a common activity, and one-third of the secondary students mentioned listening to music. Playing pinball machines or going to movies were nominated by very few students at Week 8, but by Week 20 one-quarter of the secondary students nominated going to movies as a common activity. Among the Sydney primary students, sport/games and reading declined in importance as a common activity from Week 8 to Week 20; among the secondary students a slight increase in the percentage mentioning television as a common activity was balanced by a slight fall in the percentage mentioning homework.

### *Outings*

Secondary students were asked how often they went out with their family and with their friends (both before and after they came to Australia). Primary students were asked only about the frequency of family outings since it was assumed they would usually be required to have adult company on outings. Both groups were asked where they liked to go best on outings. The responses of the students to this set of questions are summarised in Table 8.12.

About one-half of the Sydney students stated that they went on outings with their family at least once a week, and about one-half went on such outings less frequently. The incidence of weekly outings with the family was greater for the Melbourne students. For both Sydney and Melbourne students, there was little change in the incidence of outings with the family from Week 8 to Week 20. For Sydney secondary students, weekly outings with friends became more usual at Week 20 than at Week 8; nevertheless, some two-thirds of the students indicated that they went out with friends less often than they had done in their country of origin. Outings involving shopping and visiting friends or relatives were more popular among Sydney than Melbourne students, sightseeing being more popular among the latter. Shopping outings continued to appeal to Sydney secondary students at Week 20, while sightseeing gained in favour among Sydney primary students.

### *Views on living in Australia*

Two questions were addressed to students' views on living in Australia. In one they were asked did they like living in Australia, the possible responses being yes, no or uncertain. In the other question they were asked whether they thought their parents were happy in Australia. Their responses are summarised in Table 8.13.

Most of the students reported that they liked living in Australia. While this may have been seen to be an acceptable answer, the view was consistently expressed at both Week 8 and Week 20. According to the students, most of the parents were happy in Australia, the major exception being the Laotian parents of the primary level students who as a group were reported to be considerably less happy than the Vietnamese parents. No changes of any significance in the students' liking for Australia or in their perceptions of parental happiness with Australia occurred between Weeks 8 and 20.

## Student views on their education and progress in English

At Week 20 in both Sydney and Melbourne, primary students were asked a number of questions (five in Sydney, four in Melbourne) about their education and progress in English. Secondary students were asked ten such questions. The questions were administered by interpreters, and printed options from which they could choose an answer were available to students in their own language.

The responses of the students to these questions are summarised in the following tables. The numbers of students responding in Sydney were too small to justify an analysis by country of origin, but there was a sufficiently large number of Vietnamese respondents in the Melbourne samples to warrant the presentation of separate figures for this group.

### *Frequency of talking in English at school with English-speaking children*

Since Melbourne students attended intensive language classes in centres consisting almost solely of refugee students, the question as to how often students talked in English at school with children who spoke English very well was directed only to Sydney students. The interpreter made it clear to students that the question referred to children who had a native-speaking command of English. The responses of the refugee students are set out in Table 8.14.

**Table 8.14**

**Frequency of Sydney refugee students' talking in English at school with English-speaking children (as ascertained at Week 20)**

|                                            | Primary            | Secondary |
|--------------------------------------------|--------------------|-----------|
| Number completing questionnaire at Week 20 | 22                 | 40        |
|                                            | <u>Percentages</u> |           |
| Talked in English at school                |                    |           |
| Less often than once a week                | 36                 | 25        |
| Once a week                                | 14                 | 10        |
| More than once a week (but not everyday)   | 5                  | 25        |
| Everyday                                   | 46                 | 40        |

The differences between primary and secondary students in incidence of talking in English at school with other English-speaking students were not large enough to be significant. About half of the students experienced such talk every day at school, but about one-third experienced it less often than once a week. Even when intensive language classes were conducted within a school composed largely of native-speakers of English, the opportunities for refugee students to talk to their English-speaking peers were not always provided or availed of. Such opportunities could well be exploited more fully, since language learning theory suggests that extensive exposure to native-speaker usage is of great value to the language learner. Even accepting that the refugee students often had too little English for unaided interaction with their English-speaking peers, a greater degree of teacher intervention in developing language contact between the refugee and mainstream students would seem justified.

Frequency of talking with people in English outside school hours  
The responses of students to this topic are outlined in Table 8.15.

**Table 8.15**  
**Frequency of refugee students' talking with people in English outside school hours**

|                                                  | <i>Primary</i>     |                  |                                 | <i>Secondary</i> |                  |                                 |
|--------------------------------------------------|--------------------|------------------|---------------------------------|------------------|------------------|---------------------------------|
|                                                  | <i>Sydney</i>      | <i>Melbourne</i> | <i>Melbourne<br/>Vietnamese</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Melbourne<br/>Vietnamese</i> |
| Number completing<br>questionnaire at<br>Week 20 | 22                 | 51               | 44                              | 40               | 62               | 49                              |
|                                                  | <i>Percentages</i> |                  |                                 |                  |                  |                                 |
| Talked in English outside<br>school hours        |                    |                  |                                 |                  |                  |                                 |
| Never                                            | 23                 | 16               | 14                              | 15               | 15               | 16                              |
| Once a month                                     | 9                  | 8                | 9                               | 10               | 3                | 4                               |
| Once a week                                      | 46                 | 14               | 14                              | 40               | 11               | 10                              |
| More than once a week<br>(but not every day)     | 9                  | 26               | 25                              | 28               | 29               | 27                              |
| Every day                                        | 14                 | 37               | 39                              | 8                | 40               | 41                              |

No information was collected on the quantity or quality of the talking in English outside school hours, but such talking was reported to occur more frequently by the Melbourne than by the Sydney students. Two-thirds of the Melbourne students had such contact more frequently than once a week compared with one-third of the Sydney students. While such a difference could be associated with the location of the migrant centres in the two cities, the fact that the students were located at such centres makes it unlikely that their contacts with fluent English speakers were extensive. One-quarter of the students claimed to do little or no talking with people in English outside school hours. This would have slowed their progress in learning English.

**Table 8.16**  
**Students' expectation of reaching native-speaker level of English language proficiency**

|                                                  | <i>Primary</i>     |                  |                                 | <i>Secondary</i> |                  |                                 |
|--------------------------------------------------|--------------------|------------------|---------------------------------|------------------|------------------|---------------------------------|
|                                                  | <i>Sydney</i>      | <i>Melbourne</i> | <i>Melbourne<br/>Vietnamese</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Melbourne<br/>Vietnamese</i> |
| Number completing<br>questionnaire at<br>Week 20 | 22                 | 51               | 44                              | 40               | 62               | 49                              |
|                                                  | <i>Percentages</i> |                  |                                 |                  |                  |                                 |
| Expected to reach<br>native-speaker level        | 41                 | 45               | 48                              | 68               | 63               | 65                              |
| Didn't expect to reach<br>native-speaker level   | 23                 | 33               | 32                              | 15               | 13               | 12                              |

### *Expectation of reaching native-speaker level of English language proficiency*

Students were asked whether they thought they would one day speak English as well as children who were born in Australia. The percentages expecting and not expecting to reach this level are indicated in Table 8.16.

About two-thirds of the secondary students expected to reach native-speaker level of English language proficiency compared with less than half of the primary students, although the differences between the expectations of primary and secondary students were significant only for the Melbourne groups.

The more pessimistic outlook of the primary students probably reflected the stronger reaction of younger students to a difficult task.

### *Area of greatest difficulty in English*

Students were asked to indicate which area was most difficult for them in English: reading, writing, speaking, or understanding speech. Secondary students had an additional option: 'All aspects of English are equally difficult'. The results are set out in Table 8.17.

**Table 8.17**  
**Student-nominated areas of greatest difficulty in English**

|                                                  | Primary     |           |                         | Secondary |           |                         |
|--------------------------------------------------|-------------|-----------|-------------------------|-----------|-----------|-------------------------|
|                                                  | Sydney      | Melbourne | Melbourne<br>Vietnamese | Sydney    | Melbourne | Melbourne<br>Vietnamese |
| Number completing<br>questionnaire at<br>Week 20 | 22          | 51        | 44                      | 40        | 62        | 49                      |
|                                                  | Percentages |           |                         |           |           |                         |
| Area of greatest difficulty                      |             |           |                         |           |           |                         |
| Reading                                          | 14          | 26        | 27                      | 15        | 16        | 18                      |
| Writing                                          | 14          | 26        | 21                      | 25        | 26        | 22                      |
| Speaking                                         | 46          | 14        | 14                      | 20        | 19        | 22                      |
| Understanding speech                             | 27          | 22        | 25                      | 23        | 18        | 16                      |
| All areas equally<br>difficult                   | —           | —         | —                       | 13        | 7         | 6                       |

Among the secondary students, all four areas were regarded as about equally difficult. Primary students in Sydney, however, regarded the area of speaking as being more difficult than other areas, an attitude which was not shared either by secondary students or Melbourne primary students.

### *Views of secondary students on aspects of their English course*

Three questions were asked of secondary level students on the following aspects of their study of English in the Contingency Program. One question asked about their rate of progress in learning English since they came to Australia. In two other questions they were asked how much class time they thought they should spend on learning to read and write English, and to speak and understand spoken English — more than now, the same as now, or less than now. Their responses are summarised in Table 8.18.

Table 8.18

Secondary students' views on rate of progress and allocation of class time in learning English

|                                                                         | Sydney             | Melbourne | Vietnamese |
|-------------------------------------------------------------------------|--------------------|-----------|------------|
| Number completing questionnaire at Week 20                              | 40                 | 62        | 49         |
|                                                                         | <i>Percentages</i> |           |            |
| Perceived rate of progress                                              |                    |           |            |
| Quite fast                                                              | 20                 | 21        | 25         |
| Average                                                                 | 65                 | 60        | 57         |
| Quite slow                                                              | 15                 | 18        | 18         |
| Preferred time allocation for reading and writing                       |                    |           |            |
| More than now                                                           | 78                 | 63        | 71         |
| The same as now                                                         | 23                 | 36        | 27         |
| Less than now                                                           | 0                  | 2         | 2          |
| Preferred time allocation for speaking and understanding spoken English |                    |           |            |
| More than now                                                           | 80                 | 68        | 74         |
| The same as now                                                         | 20                 | 32        | 27         |
| Less than now                                                           | 0                  | 0         | 0          |

The large majority of secondary students regarded their rate of progress in learning English to be average or quite fast. Most students desired more time than was already available in the program for instruction in both reading and writing English, and in speaking and understanding spoken English. This reflected their high level of motivation for learning English, and their appreciation of its importance for their further education in Australia. There was no indication that they would like a greater time allocation in one area at the expense of a smaller allocation in another. Virtually no students desired a reduction in time allocation.

*Views of secondary students on expected length of secondary schooling and subsequent activities*

Secondary students were asked how many years they expected to spend in high school in Australia and what they hoped to do when they finished high school. In the latter question they were required to supply rather than select an answer. Table 8.19 sets out their responses.

Given that the students were between 13 and 15 years of age, most of them would have needed at least another three or more years of schooling to complete high school at Year 12 with their Australian age peers. If this were their goal, it would probably be more realistic to have nominated four or more years, and the Melbourne group may have made a more realistic estimate than the Sydney group in this respect. The results suggest that most of the secondary students had reasonably high educational expectations; only a small percentage expected to leave high school after one year.

Approximately half of the students reported that they hoped to go on to tertiary study, which included university, college and technical college levels, while one-third hoped to go into the workforce when they left high school. The apparent differences between the Sydney and Melbourne samples in the percentages hoping to proceed to tertiary studies and to work are not large enough to be statistically significant.

Table 8.19

Secondary students' expectations on length of their secondary schooling and their subsequent activities

|                                            | <i>Melbourne</i>   |                  |                   |
|--------------------------------------------|--------------------|------------------|-------------------|
|                                            | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnamese</i> |
| Number completing questionnaire at Week 20 | 40                 | 62               | 49                |
|                                            | <i>Percentages</i> |                  |                   |
| Expected length of stay in high school     |                    |                  |                   |
| 1 year                                     | 10                 | 3                | 2                 |
| 2 or 3 years                               | 43                 | 21               | 18                |
| 4 or more years                            | 48                 | 66               | 69                |
| Preferred activity on leaving high school  |                    |                  |                   |
| Tertiary study                             | 60                 | 40               | 32                |
| Work                                       | 28                 | 36               | 37                |
| Other/uncertain                            | 10                 | 24               | 30                |

Table 8.20

Differences reported by students between school in Australia and school in their country of origin

|                                                | <i>Primary</i>     |                  |                             | <i>Secondary</i> |                  |                             |
|------------------------------------------------|--------------------|------------------|-----------------------------|------------------|------------------|-----------------------------|
|                                                | <i>Sydney</i>      | <i>Melbourne</i> | <i>Melbourne Vietnamese</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Melbourne Vietnamese</i> |
| Number completing questionnaire at Week 20     | 22                 | 51               | 44                          | 40               | 62               | 49                          |
|                                                | <i>Percentages</i> |                  |                             |                  |                  |                             |
| School facilities                              |                    |                  |                             |                  |                  |                             |
| Better in Australia                            | 23                 | 6                | 7                           | 13               | 2                | 2                           |
| Better in country of origin                    | 0                  | 0                | 0                           | 0                | 0                | 0                           |
| Size of school/class                           |                    |                  |                             |                  |                  |                             |
| Smaller in Australia                           | 18                 | 14               | 16                          | 10               | 18               | 18                          |
| Smaller in country of origin                   | 27                 | 10               | 11                          | 15               | 3                | 4                           |
| Teachers more approachable/friendly            |                    |                  |                             |                  |                  |                             |
| In Australia                                   | 14                 | 2                | 2                           | 15               | 8                | 10                          |
| In country of origin                           | 0                  | 0                | 0                           | 3                | 0                | 0                           |
| Compulsory sport in Australia                  |                    |                  |                             |                  |                  |                             |
| Liked                                          | 14                 | 0                | 0                           | 18               | 0                | 0                           |
| Disliked                                       | 0                  | 0                | 0                           | 0                | 2                | 2                           |
| Language difficulties experienced in Australia | 36                 | 0                | 0                           | 32               | 2                | 2                           |



### *Student comparison of school in Australia and in country of origin*

Both primary and secondary students were asked what the main differences were for them between school in their country of origin and school in Australia. The question was a free response question. In asking this question, it was hoped that students would seize an opportunity to discuss their likes and dislikes of the two systems. While this happened a little at secondary level, it did not occur at primary level, where children gave general factual responses only. Ultimately the impressionistic responses of students were analysed into the following categories of differences: facilities, size of school, attitude to teachers, sport provisions and language. The percentages of students mentioning these differences are given in Table 8.20.

In general, responses on these topics were more plentiful in Sydney, probably as a result of differences in interpreter elicitation techniques. School facilities were considered to be better in Australia, especially by the Sydney groups, and teachers more approachable or friendly. Opinions were divided on whether the schools/classes the students had attended in their country of origin were smaller than those they were attending in Australia. Other differences which were mentioned by students concerned the compulsory sport provisions in Australia, and naturally enough, the language difficulties they were experiencing in their new schools. Given that only a small percentage of the students provided responses to this question, the general pattern of the responses was one of favourable comment on their school experiences in Australia.

### **Ascertaining teachers' views on student adjustment**

A questionnaire which will be referred to as the Adjustment Appraisalment Questionnaire (AAQ)<sup>1</sup> was developed to seek the views of teachers about the adjustment of students in the classroom, their demeanour in class, their progress in acquiring English language skills and their level of performance in other subjects. Space was available for further comments by teachers. A copy of the questionnaire is included as Appendix 17. The Appendix also shows the amendments made to the questionnaire for use by mainstream teachers.

The Adjustment Appraisalment Questionnaire was distributed to teachers for completion at Week 8 and Week 20 for each student in the sample. For a given student, the questionnaire was not usually completed by the same teacher at Week 8 and Week 20. There were two main reasons for this. Students changed classes during their first twenty weeks after entering a reception class of mixed English levels and moving on to a class suited to their age and/or English level before Week 20. Changes in response to the questionnaire could also result from staff movement, within a school/centre or between schools/centres. It was not practicable to keep accurate records of such changes as both students and teachers could have transferred to a new class at any time in the twenty-week period. One result of this was that at both Week 8 and Week 20 teachers may have had only limited acquaintance with a student when his/her questionnaire was completed. It was nevertheless desirable to seek adjustment information on each student on two occasions during his/her stay in the Contingency Program classes, since the concept of adjustment was not a static one which could be measured at a single point of time.

The AAQs were distributed to and collected from teachers by the testing teams on their regular visits to each school/centre. A period of up to two weeks could elapse

<sup>1</sup> This title is used in the report to distinguish this questionnaire from the adjustment questionnaires completed by students. In the actual study, the AAQ was referred to as an adjustment questionnaire.



**Table 8.21****Number of primary and secondary students for whom teachers completed Adjustment Appraisal Questionnaires at Weeks 8 and 20**

|                                                                                                     | <i>Primary</i> |                  |                |             | <i>Secondary</i> |                  |                |             |
|-----------------------------------------------------------------------------------------------------|----------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                                                                     | <i>Sydney</i>  | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| <i>Week 8</i>                                                                                       |                |                  |                |             |                  |                  |                |             |
| Number of students still in sample                                                                  | 84             | 90               | 141            | 17          | 92               | 102              | 146            | 36          |
| Number of students for whom teachers completed questionnaires                                       | 79             | 62               | 114            | 15          | 66               | 73               | 107            | 24          |
| Percentage of Week 8 sample for whom questionnaires were completed                                  | 94             | 69               | 81             | 88          | 72               | 72               | 73             | 67          |
| <i>Week 20</i>                                                                                      |                |                  |                |             |                  |                  |                |             |
| Number of students still in sample                                                                  | 24             | 57               | 69             | 10          | 50               | 71               | 87             | 29          |
| Number of students for whom teachers completed questionnaires                                       | 14             | 35               | 42             | 6           | 34               | 39               | 51             | 20          |
| Percentage of Week 20 sample for whom questionnaires were completed                                 | 58             | 61               | 61             | 60          | 68               | 55               | 59             | 69          |
| Number of students for whom questionnaires were completed at both Week 8 and Week 20 (common group) | 14             | 33               | 41             | 5           | 25               | 30               | 39             | 14          |

between distribution and collection of the completed questionnaires although most were completed within one week of the appropriate date for each child.

The number of students for whom teachers completed questionnaires at Week 8, Week 20, and at both Weeks 8 and 20 (i.e. the common group) is set out in Table 8.21.

In general, AAQs were completed for about three-quarters or more of the students still in the sample at Week 8 and for less than two-thirds of the students still in the sample at Week 20. Too few returns were available for Kampuchean students, and for Laotian students at the primary level at Week 20 to justify their inclusion in the analysis of the AAQ responses.

In the interpretation of data from this questionnaire it is necessary to keep in mind once again that a cultural bias operates in areas such as adjustment. A western definition of adjustment to schooling, for example, may not be appropriate to Indo-Chinese students who come from a society where acceptable forms of behaviour at school may differ. It is possible also that Indo-Chinese students may outwardly conform to the expected norms of school behaviour while still not having adjusted to their new situation positively. That is, failure to adjust may remain hidden from those outside the students' family because cultural norms do not allow its expression in a more public domain. Additionally, teachers from western cultures may not be able to recognise signs of distress that are recognisable within the Indo-Chinese cultures.

Information from the Adjustment Appraisal Questionnaire has been grouped into four categories: student adjustment in class, student communication, levels of student attainment and English language skills.

### **Teachers' views on student adjustment in class**

Teachers were asked to rate students on various aspects of adjustment on a scale consisting of four or five categories, including the category 'I am uncertain'. Their responses are summarised in Table 8.22.

According to their teachers, very high percentages of the primary and secondary level refugee students at both Weeks 8 and 20 were familiar or very familiar with class routine and willing or very willing to participate in class activities. Likewise, the teachers considered that very high percentages of the students characteristically co-operated with other students in their class, generally behaved acceptably in class and appeared happy in class.

An opportunity was provided for teachers to comment on student behaviour which was noticeably different from that found in the rest of the class. Less than 20 per cent of teachers offered such comments. These related mainly to expressions of unusual confidence or reticence and unusually submissive or aggressive behaviour in respect of a few students.

### **Teachers' views on student communication in class**

Teachers were asked to indicate whether the student initiated communication in any language with peers in his/her class, or with his/her teachers or aides. They were also requested to indicate the extent to which the student interacted with English-speaking children outside the intensive language classes; the latter question was not applicable in most of the Melbourne centres which catered almost solely for refugee students.

The extent to which students initiated communication with class peers, and with teachers or aides is outlined in Table 8.23. The percentages relate only to those students who often initiated communication, not to those who initiated communication only sometimes or occasionally.

About one-half of the students were reported by the teachers as often initiating communication with their peers in class, the percentage being a little higher for Melbourne secondary students at Week 8 and Melbourne primary students at Week 20. The percentages of Laotian and Vietnamese students reported as often initiating communication with their peers were similar at the secondary level, but at the primary level only 27 per cent of Laotian students were rated in this way compared with 56 per cent of Vietnamese students. The lower percentage of Laotian students may have reflected their minority language position with very few peers of their language group in their class. The results for the common group indicate a slight fall from Week 8 to Week 20 in the percentage of Sydney primary level students often initiating communication with their peers, and a marked rise in the case of Melbourne primary students, but virtually no change in the percentage at the secondary level.

Teachers reported that about one-third of the students often initiated communications with them or with ethnic aides in the classroom. Responses from the common group suggested that from Week 8 to Week 20 the incidence of such communication increased for all groups, an outcome which would be expected as students became more familiar both with English and with their teachers.

The views of teachers concerning the extent of interaction of the refugee students with English-speaking students from other classes in their school are summarised in Table 8.24 for the Sydney primary and secondary level samples.

At the primary level, only about one-third of the Sydney students were reported as interacting sometimes/occasionally with English-speaking children from other classes in their school, and this ratio showed little change from Week 8 to Week 20. At the same time, there was a marked reduction in the percentage of students who never interacted with English-speaking students. The amount of interaction of the secondary level refugee students with English-speaking students was very small at Week 8, and increased only slightly at Week 20. In a very small number of cases, teachers commented that interaction between the refugee student and other mainstream students was mainly negative. The apparent increase in this form of interaction from Week 8 to Week 20 among primary students was too small for any importance to be attached to it. In general, while there is a slight improvement in the amount of interaction from Week 8 to Week 20, the actual reported amount of interaction was relatively small among primary-aged students and minimal among secondary-aged students. The attachment of intensive language classes to existing schools in the regular system clearly provides no guarantee of substantial interaction between refugee students and English-speaking students in the other classes.

### **Teachers' views on student's general level of school attainment**

Teachers were asked to comment briefly on the student's level of attainment in any or all of these areas: mathematics, social sciences, physical sciences (secondary students only), language skills, creative arts, and sports and physical education. If they felt unable to comment in any of these areas, they were asked to indicate this. Comments on the individual subject areas were made, in general, by about one-third of the teachers, ranging from about 10 per cent of teachers for some subjects in some samples to 50 per cent for other subjects. The responses of teachers are set out in Table 8.25.

Table 8.22

Percentage of students given positive ratings by their teachers on various aspects of classroom behaviour

|                                                               | Primary     |           |         |      | Secondary |           |         |      |
|---------------------------------------------------------------|-------------|-----------|---------|------|-----------|-----------|---------|------|
|                                                               | Sydney      | Melbourne | Vietnam | Laos | Sydney    | Melbourne | Vietnam | Laos |
| Number of students for whom teachers completed questionnaires |             |           |         |      |           |           |         |      |
| Week 8                                                        | 79          | 62        | 114     | 15   | 66        | 73        | 107     | 24   |
| Week 20                                                       | 14          | 35        | 42      | 6    | 34        | 39        | 51      | 20   |
| Common group                                                  | 14          | 33        | 41      | 5    | 25        | 30        | 39      | 14   |
|                                                               | Percentages |           |         |      |           |           |         |      |
| Familiar/very familiar with class routine                     |             |           |         |      |           |           |         |      |
| Week 8                                                        | 91          | 92        | 93      | 87   | 97        | 95        | 95      | 96   |
| Week 20                                                       | 86          | 97        | 93      | —    | 97        | 95        | 94      | 100  |
| Common group                                                  |             |           |         |      |           |           |         |      |
| Week 8                                                        | 100         | 91        | 93      | —    | 96        | 90        | 90      | 100  |
| Week 20                                                       | 86          | 97        | 93      | —    | 100       | 97        | 98      | 100  |
| Willing/very willing to participate in class activities       |             |           |         |      |           |           |         |      |
| Week 8                                                        | 90          | 89        | 89      | 93   | 94        | 90        | 93      | 88   |
| Week 20                                                       | 100         | 91        | 93      | —    | 82        | 87        | 86      | 80   |
| Common group                                                  |             |           |         |      |           |           |         |      |
| Week 8                                                        | 100         | 82        | 85      | —    | 96        | 93        | 95      | 93   |
| Week 20                                                       | 100         | 91        | 93      | —    | 88        | 93        | 95      | 79   |
| Always/usually co-operates with class peers                   |             |           |         |      |           |           |         |      |
| Week 8                                                        | 87          | 94        | 93      | 73   | 95        | 99        | 99      | 88   |
| Week 20                                                       | 93          | 92        | 93      | —    | 91        | 92        | 90      | 95   |
| Common group                                                  |             |           |         |      |           |           |         |      |
| Week 8                                                        | 93          | 88        | 93      | —    | 96        | 100       | 100     | 93   |
| Week 20                                                       | 93          | 91        | 93      | —    | 96        | 97        | 97      | 93   |
| Always/usually appears happy in class                         |             |           |         |      |           |           |         |      |
| Week 8                                                        | 91          | 94        | 92      | 100  | 97        | 96        | 96      | 96   |

|                                            |     |    |    |    |     |     |     |     |
|--------------------------------------------|-----|----|----|----|-----|-----|-----|-----|
| Week 20                                    | 100 | 91 | 93 | —  | 94  | 90  | 88  | 100 |
| Common group                               |     |    |    |    |     |     |     |     |
| Week 8                                     | 100 | 88 | 90 | —  | 96  | 97  | 95  | 100 |
| Week 20                                    | 100 | 91 | 93 | —  | 100 | 93  | 95  | 100 |
| Always/usually behaves acceptably in class |     |    |    |    |     |     |     |     |
| Week 8                                     | 94  | 94 | 95 | 80 | 97  | 99  | 98  | 96  |
| Week 20                                    | 100 | 94 | 95 | —  | 91  | 95  | 90  | 100 |
| Common group                               |     |    |    |    |     |     |     |     |
| Week 8                                     | 100 | 94 | 95 | —  | 96  | 100 | 100 | 93  |
| Week 20                                    | 100 | 94 | 95 | —  | 100 | 97  | 98  | 100 |

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Table 8.23

Percentage of students rated by teachers as often initiating communication with class peers, and with teachers and aides

|                                                               | Primary            |           |         |      | Secondary |           |         |      |
|---------------------------------------------------------------|--------------------|-----------|---------|------|-----------|-----------|---------|------|
|                                                               | Sydney             | Melbourne | Vietnam | Laos | Sydney    | Melbourne | Vietnam | Laos |
| Number of students for whom teachers completed questionnaires |                    |           |         |      |           |           |         |      |
| Week 8                                                        | 79                 | 62        | 114     | 15   | 66        | 73        | 107     | 24   |
| Week 20                                                       | 14                 | 35        | 42      | 6    | 34        | 39        | 51      | 20   |
| Common group                                                  | 14                 | 33        | 41      | 5    | 25        | 30        | 39      | 14   |
|                                                               | <i>Percentages</i> |           |         |      |           |           |         |      |
| Often initiates communication with peers                      |                    |           |         |      |           |           |         |      |
| Week 8                                                        | 46                 | 57        | 56      | 27   | 52        | 69        | 62      | 63   |
| Week 20                                                       | 43                 | 66        | 62      | —    | 44        | 51        | 47      | 45   |
| Common group                                                  |                    |           |         |      |           |           |         |      |
| Week 8                                                        | 57                 | 42        | 51      | —    | 36        | 60        | 49      | 50   |
| Week 20                                                       | 43                 | 67        | 63      | —    | 40        | 60        | 54      | 36   |
| Often initiates communication with teachers/aides             |                    |           |         |      |           |           |         |      |
| Week 8                                                        | 33                 | 27        | 33      | 20   | 36        | 44        | 43      | 33   |
| Week 20                                                       | 57                 | 46        | 48      | —    | 32        | 41        | 37      | 30   |
| Common group                                                  |                    |           |         |      |           |           |         |      |
| Week 8                                                        | 36                 | 12        | 22      | —    | 28        | 20        | 26      | 21   |
| Week 20                                                       | 57                 | 46        | 49      | —    | 32        | 43        | 41      | 21   |

**Table 8.24**

**Percentages of Sydney students perceived by their teachers as showing varying degrees of interaction with English-speaking students from other classes in their schools**

|                                                                                                 | <i>Sydney<br/>primary</i> | <i>Sydney<br/>secondary</i> |
|-------------------------------------------------------------------------------------------------|---------------------------|-----------------------------|
| Number of students for whom teachers completed<br>questionnaires                                |                           |                             |
| Week 8                                                                                          | 79                        | 66                          |
| Week 20                                                                                         | 14                        | 34                          |
| Common group                                                                                    | 14                        | 25                          |
|                                                                                                 | <i>Percentages</i>        |                             |
| Interacts sometimes/occasionally with English-speaking<br>children from other classes in school |                           |                             |
| Week 8                                                                                          | 43                        | 8                           |
| Week 20                                                                                         | 36                        | 24                          |
| Common group                                                                                    |                           |                             |
| Week 8                                                                                          | 36                        | 12                          |
| Week 20                                                                                         | 36                        | 28                          |
| Never interacts with English-speaking children from other<br>classes in school                  |                           |                             |
| Week 8                                                                                          | 43                        | 15                          |
| Week 20                                                                                         | 7                         | 9                           |
| Common group                                                                                    |                           |                             |
| Week 8                                                                                          | 36                        | 12                          |
| Week 20                                                                                         | 7                         | 8                           |
| Teacher comment that little or no interaction with non-refugee<br>students observed             |                           |                             |
| Week 8                                                                                          | 18                        | 11                          |
| Week 20                                                                                         | 7                         | 0                           |
| Common group                                                                                    |                           |                             |
| Week 8                                                                                          | 21                        | 16                          |
| Week 20                                                                                         | 7                         | 0                           |
| Teacher comment that student's interaction with non-refugee<br>students was mainly negative     |                           |                             |
| Week 8                                                                                          | 8                         | 3                           |
| Week 20                                                                                         | 14                        | 0                           |
| Common group                                                                                    |                           |                             |
| Week 8                                                                                          | 7                         | 0                           |
| Week 20                                                                                         | 14                        | 0                           |

About one-third of the primary level students received ratings of fair or good in mathematics and creative arts, the incidence of such ratings for these areas increasing from Week 8 to Week 20. The proportion of primary students receiving these ratings in sport and physical education was only slightly smaller. The lowest percentage of fair or good ratings occurred in the areas of social sciences and language skills. Ratings improved from Week 8 to Week 20 in language skills only for Melbourne primary students and in most other subject areas for Sydney primary students.



**Table 8.25**

**Percentages of students rated fair or good by teachers in the subject areas of mathematics, social sciences, physical sciences, language skills, creative arts and sports and physical education**

|                                                               | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                               | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number of students for whom teachers completed questionnaires |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 79                 | 62               | 114            | 15          | 66               | 73               | 107            | 24          |
| Week 20                                                       | 14                 | 35               | 42             | 6           | 34               | 39               | 51             | 20          |
| Common group                                                  | 14                 | 33               | 41             | 5           | 25               | 30               | 39             | 14          |
|                                                               | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Students rated fair or good in mathematics                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 23                 | 42               | 35             | 13          | 12               | 34               | 27             | 13          |
| Week 20                                                       | 36                 | 40               | 36             | —           | 12               | 33               | 28             | 15          |
| Common group                                                  |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 21                 | 39               | 34             | —           | 20               | 37               | 31             | 21          |
| Week 20                                                       | 36                 | 36               | 34             | —           | 4                | 27               | 18             | 14          |
| Students rated fair or good in social sciences                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 11                 | 8                | 10             | 13          | 6                | 10               | 9              | 4           |
| Week 20                                                       | 36                 | 6                | 17             | —           | 6                | 18               | 16             | 5           |
| Common group                                                  |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 21                 | 6                | 12             | —           | 4                | 10               | 8              | 7           |
| Week 20                                                       | 36                 | 6                | 17             | —           | 4                | 20               | 15             | 7           |
| Students rated fair or good in physical sciences              |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | NA                 | NA               | NA             | NA          | 15               | 3                | 11             | 0           |
| Week 20                                                       | NA                 | NA               | NA             | —           | 3                | 3                | 4              | 0           |
| Common group                                                  |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | NA                 | NA               | NA             | —           | 8                | 0                | 5              | 0           |
| Week 20                                                       | NA                 | NA               | NA             | —           | 4                | 0                | 3              | 0           |
| Students rated fair or good in language skills                |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 11                 | 19               | 17             | 13          | 39               | 45               | 45             | 33          |

|                                              |    |    |    |    |    |    |    |    |
|----------------------------------------------|----|----|----|----|----|----|----|----|
| Week 20                                      | 29 | 29 | 26 | —  | 15 | 31 | 28 | 15 |
| Common group                                 |    |    |    |    |    |    |    |    |
| Week 8                                       | 29 | 6  | 15 | —  | 48 | 27 | 36 | 43 |
| Week 20                                      | 29 | 27 | 27 | —  | 20 | 30 | 31 | 14 |
| Students rated fair or good in creative arts |    |    |    |    |    |    |    |    |
| Week 8                                       | 22 | 32 | 26 | 33 | 3  | 14 | 8  | 13 |
| Week 20                                      | 43 | 37 | 38 | —  | 6  | 5  | 8  | 0  |
| Common group                                 |    |    |    |    |    |    |    |    |
| Week 8                                       | 21 | 33 | 27 | —  | 0  | 10 | 3  | 14 |
| Week 20                                      | 43 | 36 | 39 | —  | 4  | 7  | 8  | 0  |
| Students rated fair or good in sports and PE |    |    |    |    |    |    |    |    |
| Week 8                                       | 18 | 36 | 25 | 13 | 8  | 25 | 18 | 17 |
| Week 20                                      | 36 | 31 | 31 | —  | 9  | 21 | 20 | 5  |
| Common group                                 |    |    |    |    |    |    |    |    |
| Week 8                                       | 29 | 30 | 29 | —  | 12 | 10 | 8  | 21 |
| Week 20                                      | 36 | 30 | 32 | —  | 8  | 23 | 21 | 7  |

**Table 8.26**  
**Percentages of students perceived by teachers as having varying amounts of experience of English at time of enrolment in Contingency Program**

|                                                                      | <i>Primary</i> |                  |                |             | <i>Secondary</i> |                  |                |             |
|----------------------------------------------------------------------|----------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                                      | <i>Sydney</i>  | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| <i>Number of students for whom teachers completed questionnaires</i> |                |                  |                |             |                  |                  |                |             |
| Week 8                                                               | 79             | 62               | 114            | 15          | 66               | 73               | 107            | 24          |
| Week 20                                                              | 14             | 35               | 42             | 6           | 34               | 39               | 51             | 20          |
| Common group                                                         | 14             | 33               | 41             | 5           | 25               | 30               | 39             | 14          |
| <i>Percentages</i>                                                   |                |                  |                |             |                  |                  |                |             |
| <i>No previous exposure to English</i>                               |                |                  |                |             |                  |                  |                |             |
| Week 8                                                               | 66             | 44               | 50             | 93          | 30               | 36               | 24             | 63          |
| Week 20                                                              | 50             | 60               | 50             | —           | 35               | 44               | 33             | 55          |
| Common group                                                         |                |                  |                |             |                  |                  |                |             |
| Week 8                                                               | 71             | 64               | 61             | —           | 32               | 43               | 33             | 43          |
| Week 20                                                              | 50             | 61               | 51             | —           | 28               | 47               | 33             | 50          |
| <i>Limited study of written English</i>                              |                |                  |                |             |                  |                  |                |             |
| Week 8                                                               | 14             | 29               | 25             | 0           | 20               | 32               | 34             | 0           |
| Week 20                                                              | 21             | 26               | 29             | —           | 29               | 31               | 31             | 25          |
| Common group                                                         |                |                  |                |             |                  |                  |                |             |
| Week 8                                                               | 7              | 12               | 12             | —           | 24               | 27               | 36             | 0           |
| Week 20                                                              | 21             | 24               | 27             | —           | 36               | 27               | 31             | 29          |
| <i>Limited study of oral English</i>                                 |                |                  |                |             |                  |                  |                |             |
| Week 8                                                               | 20             | 31               | 30             | 0           | 18               | 26               | 25             | 17          |
| Week 20                                                              | 21             | 17               | 21             | —           | 15               | 18               | 18             | 15          |
| Common group                                                         |                |                  |                |             |                  |                  |                |             |
| Week 8                                                               | 7              | 9                | 10             | —           | 20               | 27               | 26             | 21          |
| Week 20                                                              | 21             | 15               | 20             | —           | 12               | 23               | 21             | 14          |

By contrast, the secondary level students were rated fair or good in language skills to a greater extent than in other subjects, about one-third of the students, on the average, receiving these ratings. One-third of the Melbourne secondary students were also rated fair or good in mathematics, the corresponding figure for Sydney secondary students being rather lower, probably because of the greater Laotian representation. Laotian students were rated fair or good in mathematics to a significantly smaller extent than Vietnamese students. For both Sydney and Melbourne students, much smaller percentages were rated fair or good in social and physical sciences, creative arts, sports and physical education than in language skills and mathematics. The percentage of fair or good ratings in language skills and mathematics tended to be less at Week 20 than at Week 8, suggesting that the teachers' earlier estimates of the attainment levels of these students were somewhat inflated.

### **Teachers' perceptions of students' experience of English on enrolment in Contingency Program**

Teachers were asked to indicate which of the following descriptions best fitted the student's experience of English on enrolment at the school or centre: no previous exposure to English, limited formal study of written English, extensive formal study of written English, limited formal study of oral English, extensive formal study of oral English, limited informal study of oral English, extensive informal study of oral English, or uncertain. More than one of these options could be selected. The responses of teachers are summarised in Table 8.26.

Since teachers were asked to give their perceptions of the students' experience of English at the time of enrolment, the corresponding percentages for Weeks 8 and 20 would be expected to be quite similar. The fact that there is some variation in these percentages in some cases can be attributed to sampling error and/or the fact that teachers are likely to have revised their initial estimate as they gained more knowledge of each student.

In the view of the teachers, most of the Laotian students at both primary and secondary levels had no previous exposure to English, whereas this was the case for only one-half of the Vietnamese primary students and one-third of the Vietnamese secondary students. Understandably, because of the age differences, a greater percentage of primary students than secondary students had no previous exposure to English. About one-quarter of the students had experienced limited study of oral/written English, the percentage being slightly higher for written than oral English. These estimates of teachers support the general picture of students' prior knowledge of English as discussed in Chapter 3. Teachers reported at Week 8 that only one primary level student and seven secondary level students had undertaken extensive study of English.

### **Teachers' estimates of students' rate of progress in learning English**

In terms of the rest of the class, teachers were required to estimate each student's rate of progress in learning to speak, read and write English as being faster than average, average or slower than average. These ratings are summarised in Table 8.27.

Three-quarters of the secondary level students and two-thirds to three-quarters of the primary level students were considered by teachers to be making average/faster

Table 8.27

Percentage of students rated by teachers as making average/faster than average progress in learning to speak, read and write English

|                                                                   | Primary     |           |         |      | Secondary |           |         |      |
|-------------------------------------------------------------------|-------------|-----------|---------|------|-----------|-----------|---------|------|
|                                                                   | Sydney      | Melbourne | Vietnam | Laos | Sydney    | Melbourne | Vietnam | Laos |
| Number of students for whom teachers completed questionnaires     |             |           |         |      |           |           |         |      |
| Week 8                                                            | 79          | 62        | 114     | 15   | 66        | 73        | 107     | 24   |
| Week 20                                                           | 14          | 35        | 42      | 6    | 34        | 39        | 51      | 20   |
| Common group                                                      | 14          | 33        | 41      | 5    | 25        | 30        | 39      | 14   |
|                                                                   | Percentages |           |         |      |           |           |         |      |
| Average/faster than average progress in learning to speak English |             |           |         |      |           |           |         |      |
| Week 8                                                            | 65          | 79        | 75      | 53   | 83        | 75        | 82      | 79   |
| Week 20                                                           | 64          | 60        | 62      | —    | 71        | 67        | 65      | 75   |
| Common group                                                      |             |           |         |      |           |           |         |      |
| Week 8                                                            | 79          | 70        | 73      | —    | 80        | 60        | 69      | 79   |
| Week 20                                                           | 64          | 61        | 61      | —    | 80        | 70        | 72      | 79   |
| Average/faster than average progress in learning to read English  |             |           |         |      |           |           |         |      |
| Week 8                                                            | 72          | 86        | 84      | 47   | 83        | 84        | 88      | 75   |
| Week 20                                                           | 57          | 69        | 64      | —    | 74        | 77        | 71      | 85   |
| Common group                                                      |             |           |         |      |           |           |         |      |
| Week 8                                                            | 79          | 82        | 81      | —    | 80        | 73        | 80      | 79   |
| Week 20                                                           | 57          | 67        | 63      | —    | 80        | 77        | 74      | 86   |
| Average/faster than average progress in learning to write English |             |           |         |      |           |           |         |      |
| Week 8                                                            | 82          | 82        | 85      | 67   | 82        | 82        | 85      | 75   |
| Week 20                                                           | 64          | 69        | 69      | —    | 74        | 69        | 71      | 70   |
| Common group                                                      |             |           |         |      |           |           |         |      |
| Week 8                                                            | 86          | 73        | 76      | —    | 80        | 73        | 77      | 79   |
| Week 20                                                           | 64          | 70        | 68      | —    | 72        | 67        | 69      | 64   |

than average progress in learning to speak English, to read English and to write English. Estimated rate of progress did not differ significantly among these three areas. By Week 20, compared with Week 8, however, teachers of primary level students had revised their estimates markedly downwards, especially concerning progress in reading and writing English. While the rate of progress may well have slowed with the increased difficulty of the material to be mastered, teachers probably modified their earlier inflated estimates as they saw progress over a longer period.

At the secondary level at Week 20, teachers maintained their earlier estimates of the students' rate of progress in speaking, reading and writing English. Teachers were apparently satisfied with the rate of progress being exhibited by the large majority of refugee students at both primary and secondary levels in developing these skills in English.

### **Teachers' views of students' use of and opportunity to use oral English**

Teachers were asked to indicate how often the student participated in oral communication in English at the school or intensive language centre, and how often the student had an opportunity to use English informally with English-speaking children. Their responses are outlined in Table 8.28.

In general, teachers considered that about one-third of the students often participated in oral communication in English at the school/centre, and a further one-half participated in such communication occasionally. At Week 8, frequent participation in oral communication in English was significantly less characteristic of Laotian than of Vietnamese students. A slight improvement in the frequency of such participation occurred between Weeks 8 and 20 for the samples as a whole.

At both primary and secondary levels, there was apparently little opportunity for students to use English informally with English-speaking students. Such opportunities occurred occasionally for most of the primary and many of the secondary students in Sydney, but rarely for the primary students in Melbourne. Some opportunities were available for the Melbourne secondary students who were attached to an existing high school in Melbourne.

Proximity to mainstream students did not seem to lead to frequent informal use of English. Sydney students whose intensive classes were sited in existing State schools showed no greater rate of interaction than their more isolated Melbourne counterparts. It seems that if opportunities for refugee students to use English informally with English-speaking students are to be availed of more fully, more explicit provision would need to be made for this within the regular school organisation.

### **Teachers' estimates of adequacy of students' English for normal school system**

Teachers were asked to indicate how adequate they expected the student's English to be for participation in the normal school system at the end of the six months' intensive study in English. Their responses are set out in Table 8.29.

**Table 8.28**

**Percentage of students reported by teachers as participating in oral communication in English and as having an opportunity to use English in informal situations**

|                                                                                     | <i>Primary</i>                 |                  |                |             | <i>Secondary</i> |                  |                |             |
|-------------------------------------------------------------------------------------|--------------------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                                                     | <i>Sydney</i>                  | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| <hr/>                                                                               |                                |                  |                |             |                  |                  |                |             |
| Number of students for whom teachers completed questionnaires                       |                                |                  |                |             |                  |                  |                |             |
| Week 8                                                                              | 79                             | 62               | 114            | 15          | 66               | 73               | 107            | 24          |
| Week 20                                                                             | 14                             | 35               | 42             | 6           | 34               | 39               | 51             | 20          |
| Common group                                                                        | 14                             | 33               | 41             | 5           | 25               | 30               | 39             | 14          |
|                                                                                     | <hr/> <i>Percentages</i> <hr/> |                  |                |             |                  |                  |                |             |
| Student participates in oral communication in English                               |                                |                  |                |             |                  |                  |                |             |
| <i>Often</i>                                                                        |                                |                  |                |             |                  |                  |                |             |
| Week 8                                                                              | 30                             | 34               | 36             | 7           | 23               | 33               | 33             | 13          |
| Week 20                                                                             | 36                             | 43               | 38             | —           | 29               | 31               | 28             | 35          |
| Common group                                                                        |                                |                  |                |             |                  |                  |                |             |
| Week 8                                                                              | 50                             | 15               | 29             | —           | 12               | 20               | 21             | 7           |
| Week 20                                                                             | 36                             | 42               | 39             | —           | 20               | 37               | 33             | 14          |
| <i>Occasionally</i>                                                                 |                                |                  |                |             |                  |                  |                |             |
| Week 8                                                                              | 57                             | 55               | 56             | 67          | 42               | 47               | 48             | 33          |
| Week 20                                                                             | 43                             | 51               | 50             | —           | 53               | 56               | 59             | 45          |
| Common group                                                                        |                                |                  |                |             |                  |                  |                |             |
| Week 8                                                                              | 50                             | 73               | 61             | —           | 48               | 57               | 56             | 43          |
| Week 20                                                                             | 43                             | 52               | 49             | —           | 60               | 50               | 54             | 57          |
| Student has an opportunity to use English informally with English-speaking students |                                |                  |                |             |                  |                  |                |             |
| <i>Often</i>                                                                        |                                |                  |                |             |                  |                  |                |             |
| Week 8                                                                              | 6                              | 0                | 4              | 0           | 2                | 11               | 6              | 8           |
| Week 20                                                                             | 0                              | 3                | 0              | —           | 3                | 3                | 2              | 5           |



|              |     |    |    |    |    |    |    |    |
|--------------|-----|----|----|----|----|----|----|----|
| Common group |     |    |    |    |    |    |    |    |
| Week 8       | 0   | 0  | 0  | —  | 0  | 13 | 3  | 14 |
| Week 20      | 0   | 0  | 0  | —  | 0  | 3  | 3  | 0  |
| Occasionally |     |    |    |    |    |    |    |    |
| Week 8       | 73  | 5  | 39 | 60 | 29 | 6  | 21 | 4  |
| Week 20      | 43  | 14 | 26 | —  | 35 | 28 | 41 | 10 |
| Common group |     |    |    |    |    |    |    |    |
| Week 8       | 100 | 0  | 29 | —  | 24 | 0  | 13 | 7  |
| Week 20      | 43  | 12 | 24 | —  | 40 | 20 | 39 | 7  |

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Table 8.29

Teachers' estimates of adequacy of student's English for participation in the normal school system at the end of the six months' intensive study in English

|                                                               | <i>Primary</i>     |                  |                |             | <i>Secondary</i> |                  |                |             |
|---------------------------------------------------------------|--------------------|------------------|----------------|-------------|------------------|------------------|----------------|-------------|
|                                                               | <i>Sydney</i>      | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> | <i>Sydney</i>    | <i>Melbourne</i> | <i>Vietnam</i> | <i>Laos</i> |
| Number of students for whom teachers completed questionnaires |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 79                 | 62               | 114            | 15          | 66               | 73               | 107            | 24          |
| Week 20                                                       | 14                 | 35               | 42             | 6           | 34               | 39               | 51             | 20          |
| Common group                                                  | 14                 | 33               | 41             | 5           | 25               | 30               | 39             | 14          |
|                                                               | <i>Percentages</i> |                  |                |             |                  |                  |                |             |
| Adequate/very adequate in English                             |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 56                 | 76               | 69             | 47          | 32               | 64               | 54             | 38          |
| Week 20                                                       | 64                 | 49               | 55             | —           | 38               | 54               | 53             | 35          |
| Common group                                                  |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 72                 | 67               | 71             | —           | 24               | 60               | 54             | 21          |
| Week 20                                                       | 64                 | 46               | 54             | —           | 52               | 57               | 59             | 50          |
| Barely adequate in English                                    |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 32                 | 23               | 25             | 47          | 42               | 19               | 26             | 46          |
| Week 20                                                       | 29                 | 34               | 31             | —           | 32               | 21               | 22             | 30          |
| Common group                                                  |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 7                  | 30               | 20             | —           | 60               | 30               | 33             | 64          |
| Week 20                                                       | 29                 | 36               | 32             | —           | 28               | 17               | 21             | 14          |
| Quite inadequate in English                                   |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 6                  | 2                | 4              | 0           | 23               | 8                | 15             | 13          |
| Week 20                                                       | 7                  | 9                | 7              | —           | 27               | 15               | 18             | 30          |
| Common group                                                  |                    |                  |                |             |                  |                  |                |             |
| Week 8                                                        | 14                 | 3                | 7              | —           | 16               | 3                | 10             | 7           |
| Week 20                                                       | 7                  | 9                | 7              | —           | 20               | 17               | 15             | 29          |

The estimates of adequacy of students' English made by teachers at Week 20 are likely to be more realistic than the Week 8 estimates, because of the longer period in which the student's rate of progress could be observed. The student's level of English was considered likely to be adequate or very adequate for participation in the normal school system for about two-thirds of the Sydney primary students, for about half of Melbourne primary students and for about half of the secondary refugee students in both cities. For about one-third of the students, however, the expected level of English after six months in the Contingency Program classes was considered to be barely adequate for participation in the normal school system, and for a further 10 per cent to 20 per cent of the students, quite inadequate. The teachers were apparently of the view that six months' intensive instruction in English was not long enough to bring many of the students to the level they needed to participate in the normal school system.

### **Principals' views on level of interaction between students and teachers in Contingency Program and in normal school system**

In those States in which there was opportunity for interaction to occur between refugee students and students and teachers in the regular school system (i.e. in all States except Victoria), principals or teachers-in-charge were asked in the Principal's Questionnaire to indicate how much interaction occurred (frequent, some, little or none) between teachers of refugee classes and teachers of regular classes, between students in refugee classes and teachers of regular classes and between students in refugee classes and students in regular classes. Because of the small numbers of schools involved in the program in States other than New South Wales, the responses of principals in the other States are combined in Table 8.30.

In infants/primary schools, teachers of regular classes were reported to interact frequently with teachers of refugee classes and mostly to interact frequently with students in refugee classes. Interaction between infants/primary students in regular classes and refugee classes was reported to occur frequently in only half of the schools, and less frequently in the remainder. In secondary schools, there was generally less interaction between these groups of students and teachers than in infants/primary schools. This was not surprising, since subject specialisation tends to reduce the range of class contacts for teachers outside their areas of expertise. The general level of interaction reported in Table 8.30 between the two groups of students, and the lower level of interaction among secondary students is generally consistent with teachers' views on these matters as set out in Table 8.24.

### **Principals' views on attitudes towards refugee students held by teachers and students in regular classes**

Principals were requested to describe the attitudes of teachers and students in the regular classes in their schools towards the refugee students in the Contingency Program classes. They were to indicate these attitudes as being friendly/encouraging, accepting, neutral or unaccepting/unfriendly. Their responses are given in Table 8.31.

Teachers of regular classes were generally reported to be friendly and encouraging towards refugee students in infants/primary schools. In secondary schools, they were either friendly and encouraging or accepting; the slightly less positive approach probably reflected the reduced opportunity for contact in more structured secondary school organisations.

Table 8.30

Principals' views on level of interaction between students and teachers in Contingency Program and in regular school system

|                                                                   | Infants/primary schools |               | Secondary schools |               |
|-------------------------------------------------------------------|-------------------------|---------------|-------------------|---------------|
|                                                                   | NSW                     | Qld,SA,WA,ACT | NSW               | Qld,SA,WA,ACT |
| No. of principals responding                                      | 6                       | 5             | 7                 | 3             |
| Level of interaction between:                                     |                         |               |                   |               |
| (i) Teachers of refugee classes and teachers of regular classes   |                         |               |                   |               |
| Frequent                                                          | 6                       | 4             | 3                 | 3             |
| Some                                                              | —                       | 1             | 4                 | —             |
| Little or none                                                    | —                       | —             | —                 | —             |
| (ii) Students in refugee classes and teachers of regular classes  |                         |               |                   |               |
| Frequent                                                          | 4                       | 3             | 3                 | 1             |
| Some                                                              | 2                       | 1             | 3                 | 2             |
| Little or none                                                    | —                       | 1             | 1                 | —             |
| (iii) Students in refugee classes and students in regular classes |                         |               |                   |               |
| Frequent                                                          | 3                       | 2             | 2                 | —             |
| Some                                                              | 3                       | 2             | 3                 | 2             |
| Little or none                                                    | —                       | 1             | 2                 | —             |
| Not indicated                                                     | —                       | —             | —                 | 1             |

Table 8.31

Principals' views of attitudes towards students in refugee classes held by teachers and students in regular classes

|                                        | Infants/primary schools |               | Secondary schools |               |
|----------------------------------------|-------------------------|---------------|-------------------|---------------|
|                                        | NSW                     | Qld,SA,WA,ACT | NSW               | Qld,SA,WA,ACT |
| No. of principals responding           | 6                       | 5             | 7                 | 3             |
| Attitudes towards refugee students of: |                         |               |                   |               |
| (i) Teachers of regular classes        |                         |               |                   |               |
| Friendly/encouraging                   | 5                       | 3             | 4                 | 2             |
| Accepting                              | 1                       | —             | 3                 | 1             |
| Neutral                                | —                       | 1             | —                 | —             |
| Unaccepting/unfriendly                 | —                       | —             | —                 | —             |
| Not indicated                          | —                       | 1             | —                 | —             |
| (ii) Students in regular classes       |                         |               |                   |               |
| Friendly/encouraging                   | 1                       | 1             | 1                 | —             |
| Accepting                              | 4                       | 2             | 3                 | 1             |
| Neutral                                | —                       | —             | 1                 | 1             |
| Unaccepting/unfriendly                 | —                       | —             | —                 | 1             |
| Not indicated                          | —                       | 2             | 2                 | —             |

Principals in both infants/primary and secondary schools considered the attitudes of students in regular classes towards refugee students to be accepting rather than friendly or encouraging. In two of the secondary schools, the attitudes of the regular students were described as neutral. In only one school were they described as unfriendly. These views are generally consistent with the views of the students themselves, only a small percentage of whom made reference to hostile acts or attitudes (Table 8.3).

### Principals' views on play choices of refugee students

It was appreciated that the physical location of Contingency Program classes within regular schools might restrict the opportunities for refugee students to play with Australian-born students. Nevertheless, since the extent of such play might be a further indication of the adjustment of the refugee students to their new school environment, principals and teachers-in-charge were asked whether refugee students chose to play regularly with Australian-born children, occasionally with Australian-born children or only among themselves. Their responses are presented in Table 8.32.

**Table 8.32**  
**Principals' views on play choices of refugee students**

|                                                 | <i>Infants/primary schools</i> |                      | <i>Secondary schools</i> |                      |
|-------------------------------------------------|--------------------------------|----------------------|--------------------------|----------------------|
|                                                 | <i>NSW</i>                     | <i>Qld,SA,WA,ACT</i> | <i>NSW</i>               | <i>Qld,SA,WA,ACT</i> |
| No. of principals responding                    | 6                              | 5                    | 7                        | 3                    |
| Most refugee students choose to:                |                                |                      |                          |                      |
| Play regularly with Australian-born children    | —                              | —                    | —                        | —                    |
| Play occasionally with Australian-born children | 4                              | 4                    | 1                        | —                    |
| Play only among themselves                      | 2                              | 1                    | 5                        | 3                    |
| Not indicated                                   | —                              | —                    | 1                        | —                    |

At the infants/primary level, there were opportunities for refugee students to play with Australian-born students, and these were availed of, but only occasionally. Secondary level refugee students, however, chose to play only among themselves; in some schools, this may have been influenced by the location of the Contingency Program classes within the school, and not just a matter of conscious choice. In any event, the opportunities for fostering the adjustment of refugee children through play activities with Australian-born children did not appear to have been adequately realised.

### Principals' reports on instances of conflict

As a further pointer to the adjustment of the refugee students, principals and teachers-in-charge were asked whether there had been instances of conflict between students in the Contingency Program and those in the regular classes, and if so, to

describe the nature of those conflicts. Some of their responses referred to verbal hostility, and others to both verbal and physical hostility. The responses are summarised in Table 8.33.

**Table 8.33**  
**Principals' reports on instances of conflict**

|                                                 | <i>Infants/primary schools</i> |                      | <i>Secondary schools</i> |                      |
|-------------------------------------------------|--------------------------------|----------------------|--------------------------|----------------------|
|                                                 | <i>NSW</i>                     | <i>Qld,SA,WA,ACT</i> | <i>NSW</i>               | <i>Qld,SA,WA,ACT</i> |
| No. of principals responding                    | 6                              | 5                    | 7                        | 3                    |
| Conflict                                        |                                |                      |                          |                      |
| No instances of conflict                        | 3                              | 2                    | 1                        | 1                    |
| Instances of verbal hostility                   | —                              | —                    | 2                        | 1                    |
| Instances of both verbal and physical hostility | 3                              | —                    | 1                        | 1                    |
| Instances of hostility, type not specified      | —                              | 1                    | 2                        | —                    |
| Not indicated                                   | —                              | 2                    | 1                        | —                    |

Instances of conflict had been observed in about half of the infants/primary schools and in most secondary schools, both in New South Wales and other States. How serious and how frequent these instances were could not be determined from the responses. It is apparent from the results in Table 8.31 that they occurred in an atmosphere which was generally accepting and in which only a small percentage of refugee students spoke, perhaps with some circumspection, of hostile acts or attitudes (Table 8.3). Nevertheless, the occurrences of these instances of conflict suggest that the refugee students were experiencing some difficulties in adjusting to the Australian school environment.

### **How well did the students adjust to their new environment?**

When the data obtained from the different sources — students, principals, and parents — are drawn together, what kind of picture of student adjustment emerges?

The refugee students generally appeared to be happy in the new environment. Almost all of them had friends, although most of their friends would have been other refugee students. They liked living in Australia, and mostly thought that their parents were happy in Australia. Their self-reported level of happiness was confirmed by their teachers, who described them as usually or always appearing happy in class.

As students they were generally well-motivated and enthusiastic, hard working and keen to learn English. Many of them would have preferred more homework than they were given. Few would have preferred less. Learning English was the most favoured aspect of schooling for half of the students, and studying was the most favoured aspect for another quarter of the group. Students at the secondary level had, as a group, high educational expectations. Most of them expected that they would

complete secondary school, and half of them expected to proceed to tertiary studies. Parents of both primary and secondary level students had even higher expectations, as judged from the parent interview sample; over 96 per cent of the students were expected to continue with post-school studies, mostly at universities or colleges of advanced education.

The classroom atmosphere appeared to be generally warm and conducive to learning. Almost all of the students expressed a liking for or satisfaction with their teachers. Teachers for their part commented very favourably on the behaviour of students and their willingness to participate in class, on the level of co-operation among the students, and on their adjustment to class routine. They considered that most students communicated freely with other students in the class, though some were more reticent, such as the Laotian students at the primary level. Students seemed a little less free, however, in initiating communications with their teachers and the ethnic aides, though they became more confident in doing this during their period in the Contingency Program classes.

The progress of the students in their study of English was a matter of considerable importance to them. Most of them found difficulty with at least one area of English — reading, writing, speaking or understanding speech. Most of the secondary level students expected to reach native-speaker level in English in due course, but many of the primary level students seemed to think at the time that this was beyond their reach. The misgivings of many were echoed in the comments of teachers. Teachers were aware of the uphill task facing the students, especially the Laotian and Kampuchean students who had little or no previous exposure to English. They expected that the six-month initial period in the Contingency Program classes would be barely adequate for one-third of the students, and quite inadequate for a further 10 per cent to 20 per cent. They regarded most of the others as making average or faster than average progress in learning to speak, read and write English. Most secondary students would have liked more time allocated to instruction in the various areas of English, and most students at both primary and secondary levels would have liked to stay in the intensive English classes for six months or more before proceeding to regular school classes. Even after they had spent from twenty to twenty-five weeks in the program, very few secondary students and only one-third of the primary students were rated fair to good by their teachers in other subjects such as mathematics, social sciences, physical sciences, creative arts and sport.

Although adjustment and command of English could be expected to have been facilitated by regular contact between the refugee students and English-speaking students, and between the refugee students and English-speaking residents in informal situations, the amount of such contact seems to have been limited. Students' and teachers' estimates of the proportion of refugee students in the Sydney schools making regular contact in English with English-speaking students varied from one-half to one-third. According to the teachers, students had only occasional opportunities to use English informally with English-speaking students, and the refugee students themselves generally indicated that they had rather less than daily contact in talking with people in English outside school hours. Melbourne students seemed to be rather better served than Sydney students in this regard, partly as a result of the greater emphasis given to school excursions in the Melbourne centres.

The main activities of the refugee students out of school hours were similar to those of Australian-born students, viz. watching television, doing homework, playing sport/games, reading, shopping and sightseeing with family or friends. These activities would have all contributed to both the socio-cultural adjustment of the students and to their proficiency in English.

In assessing how well the refugee students adjusted to the new environment one



needs to look also at how well they were accepted by the Australian teachers and students in this environment. It is clear from the comments of principals or teachers-in-charge of schools that teachers displayed a friendly or accepting attitude towards the students. While instances of verbal and/or physical hostility were noted in most secondary schools and some primary schools, Australian students were generally regarded as adopting an accepting or at least a neutral attitude towards the refugee students. Only a very small percentage of the refugee students in mixed schools mentioned the existence of hostile acts or attitudes and only in a few cases did teachers comment on negative exchanges between refugee students and others. It was the view of parents and guardians also that almost all of the students liked going to their school or centre in Australia.

In general, the refugee students can be said to have adjusted very well to their new environment. No clear differences emerged in the adjustment of students in the Sydney schools compared with those in the Melbourne centres, but the greater potential opportunities for more rapid adjustment in schools with both regular and refugee classes were not realised. In commenting on ways of improving the program, the principal of one of the Sydney primary schools suggested that the students should be 'encouraged to seek friends away from their own national groups'. To be fully effective, such encouragement would have to come not only from the teachers of the refugee classes but also from the mainstream teachers in each school, whose understanding of the problems of refugee students was often limited because of their lack of contact with the students.

## Appendix 3

### ANALYSIS OF FAMILY BACKGROUND DATA FROM PARENT QUESTIONNAIRE

Information on the family background of the students was sought directly from a subsample of their parents or guardians. A questionnaire was prepared to elicit information about the former and present occupations of parents and/or guardians, their previous education and study of English, their expectations for length of schooling and occupations for their children, and their degree of satisfaction with the child's progress at school. Details of the way in which the questionnaire was administered in Sydney and Melbourne are given in Chapter 3.

#### Family background sample

Questionnaires were mostly answered by the fathers and/or mothers of the students. The numbers of students are set out in Table 3.17 in Chapter 3 for the various categories of respondents to the questionnaires.

Information on family background was obtained from the Parent Questionnaire for 111 students in the Sydney samples and 120 in the Melbourne samples, representing 53 per cent and 59 per cent respectively of the total numbers of students in the samples. For a study of family background, however, it was necessary to identify the number of separate families from which these students were drawn. The number of families is set out in Appendix Table 3.1 according to 'family type', which indicates the number of 10-year-old and 14-year-old

**Appendix Table 3.1**  
Number of families completing questionnaire

| Number of children in |                |                  | Number of families completing questionnaires |                | Number of primary and secondary sample children in these families |           |
|-----------------------|----------------|------------------|----------------------------------------------|----------------|-------------------------------------------------------------------|-----------|
| Family type           | Primary sample | Secondary sample | Sydney                                       | Melbourne      | Sydney                                                            | Melbourne |
| 1                     | 1              | 0                | 15 (15V)                                     | 17 (15V,2L)    | 15                                                                | 17        |
| 2                     | 2              | 0                | 4 (4V)                                       | 8 (7V,1K)      | 8                                                                 | 16        |
| 3                     | 1              | 1                | 8 (4V,3L,1K)                                 | 15 (13V,2L)    | 16                                                                | 30        |
| 4                     | 2              | 1                | 3 (2V,1L)                                    | 2 (2V)         | 9                                                                 | 6         |
| 5                     | 3              | 1                | —                                            | 2 (2V)         | —                                                                 | 8         |
| 6                     | 0              | 1                | 18 (15V,3L)                                  | 28 (23V,3L,2K) | 18                                                                | 28        |
| 7                     | 0              | 2                | 9 (5V,4L)                                    | 6 (4V,2L)      | 18                                                                | 12        |
| 8                     | 1              | 2                | 5 (4V,1L)                                    | —              | 15                                                                | —         |
| 9                     | 2              | 2                | 3 (2V,1L)                                    | —              | 12                                                                | —         |
| 10                    | 0              | 3                | —                                            | 1 (1V)         | —                                                                 | 3         |
|                       |                |                  | 65                                           | 79             | 111                                                               | 120       |

V — Vietnamese, L — Laotian, K — Kampuchean

children in each family interviewed attending primary and/or secondary classes within the Contingency Program; this is not necessarily the same as the number of children in that family, or even the number of children at school. V, L and K indicate the number of families originating in Vietnam, Laos and Kampuchea respectively.

In Sydney, the sixty-five families interviewed included fifty-one Vietnamese families, thirteen Laotian families and one Kampuchean family. Fourteen of these families were in the care of guardians, eleven of whom (ten Vietnamese and one Laotian) had acted as guardians for the students for one year or more. The seventy-nine families interviewed in Melbourne consisted of sixty-seven Vietnamese families, nine Laotian families and three Kampuchean families. Guardians were responsible for thirteen of these families, eight (seven Vietnamese

**Appendix Table 3.2**  
**Occupational distribution of fathers and mothers prior to arrival in Australia**

| <i>(a) Fathers</i>                    |                      |                  | <i>(b) Mothers</i> |                    |                  |
|---------------------------------------|----------------------|------------------|--------------------|--------------------|------------------|
| <i>Occupation</i>                     | <i>Sydney</i>        | <i>Melbourne</i> | <i>Occupation</i>  | <i>Sydney</i>      | <i>Melbourne</i> |
|                                       | <i>N</i>             | <i>65</i>        |                    | <i>N</i>           | <i>65</i>        |
|                                       |                      | <i>79</i>        |                    |                    | <i>79</i>        |
|                                       | <i>Percentages</i>   |                  |                    | <i>Percentages</i> |                  |
| Rural worker, fisherman, labourer     | 1                    | 2                | Housewife          | 38                 | 34               |
| Drivers                               | 5                    | 8                | Dressmaker         | 20                 | 19               |
| Process worker, operator              |                      |                  | Shop assistant     | 12                 | 10               |
| machinist                             | 18                   | 14               | Professional       | 8                  | 6                |
| Personal, domestic, other services    | 8                    | 5                | Other              | 9                  | 12               |
| Shop assistant, salesman              | 3                    | —                | None stated        | 14                 | 19               |
| Craftsman, foreman, skilled workers   | 12                   | 10               |                    | 101                | 100              |
| Armed services, police                | 8                    | 4                |                    |                    |                  |
| Clerical                              | 2                    | 4                |                    |                    |                  |
| Self-employed shopkeeper, businessman | 25                   | 22               |                    |                    |                  |
| Professional                          | 8                    | 16               |                    |                    |                  |
| None stated                           | 11                   | 15               |                    |                    |                  |
|                                       | 101                  | 100              |                    |                    |                  |
| <i>(c) Parent combinations</i>        |                      |                  |                    |                    |                  |
| <i>Occupation</i>                     |                      |                  |                    |                    |                  |
| <i>Father</i>                         | <i>Mother</i>        |                  | <i>Sydney</i>      | <i>Melbourne</i>   |                  |
|                                       |                      |                  | <i>N</i>           | <i>65</i>          | <i>79</i>        |
|                                       |                      |                  | <i>Percentages</i> |                    |                  |
| Driver                                | Housewife/dressmaker |                  | 5                  | 5                  |                  |
| Process worker, machinist             | Housewife/dressmaker |                  | 15                 | 6                  |                  |
| Craftsman, skilled worker             | Housewife/dressmaker |                  | 11                 | 5                  |                  |
| Shopkeeper, businessman               | Housewife/dressmaker |                  | 9                  | 14                 |                  |
| Shopkeeper, businessman               | Shop assistant       |                  | 9                  | 5                  |                  |
| Professional                          | Housewife            |                  | 2                  | 4                  |                  |
| Professional                          | Professional         |                  | 6                  | 5                  |                  |
| Other combinations/not stated         |                      |                  | 43                 | 56                 |                  |
|                                       |                      |                  | 100                | 100                |                  |

and one Laotian) having acted as guardians for the students for one year or more. It follows that our subsequent examination of family background characteristics will largely reflect those of the Vietnamese and Laotian parents with children in the Contingency Program at the 10-year-old and 14-year-old age levels, and of the Vietnamese and Laotian guardians of these children.

## Occupational background of parents and guardians

The types of occupations in which the fathers and mothers of these families were engaged before they came to Australia are presented in Appendix Table 3.2.

The occupational distribution of both fathers and mothers was very similar for the Sydney and Melbourne samples. About one-third of the fathers were unskilled workers, and one-tenth were skilled workers. One-quarter of the fathers were self-employed shopkeepers or businessmen, and from 8 per cent to 16 per cent were engaged in professions. Mothers were mostly engaged in home duties or dressmaking with only a small percentage involved in professional work. The most frequent parent combinations show that the only occupational patterns not involving the mother as housewife or dressmaker were those occurring in business, where the mother was presumably assisting in the family shop, or where both father and mother were engaged in professions. The fathers were drawn from a broad range of occupations, perhaps a little overweighted on the shopkeeper/businessman side, and by Australian standards, somewhat underweighted on skilled workers.

The questionnaires were completed by guardians for fourteen of the Sydney families and thirteen of the Melbourne families. For the Sydney families, the occupations of the guardians in their home country included three shopkeepers or businessmen, three skilled workers, two process workers and two in professions; for the Melbourne families they included three housewives, two clerical workers, two process workers and three in professions. In Melbourne the questionnaires were apparently answered by a greater percentage of female guardians.

At the time at which they were interviewed, ranging from one to four months after their arrival in Australia, only 5 per cent of the Melbourne families and none of the Sydney families indicated that the father had secured employment; the relevant information was available, however, for only half of the families interviewed. Certainly at least 37 per cent of the fathers in the Sydney samples were unemployed and at least 38 per cent in the Melbourne families, and the actual percentages were probably substantially higher. The employment position in Australia for the more frequently occurring parent combinations is shown in Appendix Table 3.3.

**Appendix Table 3.3**  
**Occupational distribution of fathers and mothers in Australia**

| Occupation                                |                        |             |            |
|-------------------------------------------|------------------------|-------------|------------|
| Father                                    | Mother                 | Sydney      | Melbourne  |
|                                           |                        | N 65        | 79         |
|                                           |                        | Percentages |            |
| Unemployed                                | Not gainfully employed | 32          | 33         |
| Student                                   | Student                | 12          | 5          |
| Not stated                                | Not stated             | 23          | 25         |
| Not relevant (form completed by guardian) |                        | 22          | 17         |
| Other combinations                        |                        | 11          | 20         |
|                                           |                        | <u>100</u>  | <u>100</u> |

On the assumption that the percentage unemployed was the same for the 'not stated' categories as it was for those families who provided the information, neither parent was gainfully employed in Australia in approximately 60 per cent of both Sydney and Melbourne

families. (The figure is higher still if parents who are studying are regarded as not gainfully employed.) It seems that, in general, the parents of the refugee students were not gainfully employed during the students' period of enrolment in the Contingency Program. The same can be said for their guardians. Of the eleven Sydney families for whom this information was available, six were not gainfully employed and four were factory or process workers; for the ten Melbourne families providing the information, five of the guardians were not gainfully employed and four were students.

### **Length of previous schooling of parents and guardians.**

Both the parents and guardians of the students were asked to indicate how many years the student's father and mother had attended primary school, secondary school and technical college or university before the families came to Australia. An examination of the pattern of years of attendance of the parents in primary schooling, secondary schooling and post-secondary schooling showed that it was feasible to sum the years for the three levels of schooling and to regard parents with six years of schooling as having completed primary school, those with twelve years as having completed secondary school and those with more than twelve years as having completed some tertiary education.

Appendix Table 3.4 shows the pattern of schooling for the father and mother for fifty-eight of the sixty-five Sydney families and sixty of the seventy-nine Melbourne families. Families were omitted from the tabulation if the number of years at any of the three levels of schooling was not stated for either father or mother. The figures in parentheses in each cell of the table show the national composition of the families falling in that cell.

The tables reveal that about 5 per cent of the fathers and 10 per cent of the mothers of the students had no schooling at all prior to the arrival of their families in Australia. About 30 per cent of fathers and 50 per cent of mothers had not completed primary schooling. Of the fathers, about 70 per cent had completed primary schooling or above, and about 15 per cent had completed secondary schooling or above. Of the mothers, about 50 per cent had completed primary schooling or above, and about 8 per cent had completed secondary schooling or above. The general tendency for mothers to have had less schooling than their husbands before they arrived in Australia is indicated by the preponderance of entries to the left of the diagonal cells in Appendix Table 3.4. No substantial differences in the previous schooling patterns were apparent for the Sydney and Melbourne samples, but the parents who had completed some secondary education tended to be Vietnamese.

Given the secondary education participation rates which have been operating in Australia for many years, it is apparent that the level of previous schooling attained by these subsamples of Sydney and Melbourne parents is far below that of Australian parents of students of the same age levels.

### **Parents' and guardians' study of English before arrival in Australia**

The parent answering the questionnaire was asked to indicate how much study of English he or she had, and how much study of English his or her spouse had experienced before the parent arrived in Australia. Guardians were also asked to state the extent of the child's father's and mother's study of English before the child came to Australia, as well as their own study of English before they came to Australia. Information relating to the parents' study of English is summarised in Appendix Table 3.5.

Taking account of the fact that the relevant data were available for only half of the Melbourne families interviewed, it is clear that both father and mother had studied English for less than six weeks in 50 per cent or more of the families in both Sydney and Melbourne. In about 15 per cent of the families, one or both parents had studied English for as much as one and a half to six months, and in approximately 15 per cent of the families, one or both parents had studied English for one year or more. In only four of the Sydney and three of the

Melbourne families had one or both parents studied English for three years or more. The large majority of the students could therefore expect to receive little help from their parents in their study of English in the Contingency Program. In the Melbourne families for whom guardians were responsible, more help may have been available. Guardians for seven of these thirteen families had studied English for one year or more. By contrast, English had been studied for one year or more by guardians of only two of the fourteen Sydney families.

### **Countries in which parents and guardians learned English before their arrival in Australia**

This question was asked of parents to whom the questionnaire was administered. In a substantial proportion of families in Melbourne, the information about the place in which English was learned was not provided. Further, in both Sydney and Melbourne samples, a substantial proportion of families had learned little or no English before their arrival in Australia. Information concerning the countries in which the parents had learned English was therefore available for only one-quarter of the families interviewed. Reasons for the exclusion of the other families are summarised below.

|                                                                                                           | <i>Sydney Melbourne</i> |      |
|-----------------------------------------------------------------------------------------------------------|-------------------------|------|
| Number of families interviewed                                                                            | 65                      | 79   |
| Less                                                                                                      |                         |      |
| Number of families for which form completed by guardian                                                   | - 14                    | - 13 |
| Number of families for which parent did not supply the information                                        | - 8                     | - 31 |
| Number of families in which parent/s had not learned English (i.e. < 6 weeks) before arrival in Australia | - 26                    | - 17 |
| Number of families for which relevant information available                                               | 17                      | 18   |

Of the seventeen Sydney families, ten had learned English in Vietnam (both father and mother in seven families, and father only in three families), two in Laos (father only), four in Thailand/Malaysia and one in another country. Of the eighteen Melbourne families, eight had learned English in Vietnam (both father and mother in seven families), two in Laos, six in Thailand/Malaysia and two in other countries. Thus, in a small number of families for which the information was available, one-quarter to one-third of the parents had learned English in refugee camps and the remainder had learned some English in their home country.

For the fourteen Sydney families under the care of guardians, four of the guardians had learned English in Vietnam, four in Thailand or Malaysia, one in Laos, and three had not learned English. For the corresponding thirteen Melbourne families, four of the guardians had learned English in Vietnam, two in Laos, one in Thailand/Malaysia, and two had not learned English. The relevant information was not provided for the remaining guardian-supervised families.

### **Views of parents and guardians on past, present and future aspects of the education of the refugee students**

For each 10-year-old and 14-year-old child in the Contingency Program under their care, information was sought from parents and guardians about various aspects of the child's former education, their expectations for the child's educational and occupational future in Australia in comparison with their home country, the child's study of English prior to their arrival in Australia, their degree of satisfaction with the child's school progress in Australia, their perception of the child's liking for school and of adjustment problems affecting the child's schooling in Australia.

Appendix Table 3.4  
Level of schooling attained by fathers and mothers in country of origin

(a) Sydney subsample

| Level of schooling<br>attained by father | Level of schooling attained by mother |                       |                              |                         |                                |                  | Frequencies<br>for father | % for<br>father |
|------------------------------------------|---------------------------------------|-----------------------|------------------------------|-------------------------|--------------------------------|------------------|---------------------------|-----------------|
|                                          | 0 yrs                                 | incomplete<br>primary | Completed<br>primary<br>only | Incomplete<br>secondary | Completed<br>secondary<br>only | Some<br>tertiary |                           |                 |
| 0 yrs                                    | 4<br>(2V,1L,1K)                       |                       |                              |                         |                                |                  | 4                         | 7               |
| Incomplete primary<br>(1-5 yrs)          | 1<br>(1V)                             | 13<br>(12V,1L)        |                              |                         |                                |                  | 14                        | 24              |
| Completed primary<br>only (6 yrs)        | 1<br>(1L)                             | 5<br>(5V)             | 7<br>(5V,2L)                 |                         |                                |                  | 13                        | 22              |
| Incomplete secondary<br>(7-11 yrs)       |                                       | 2<br>(2V)             | 6<br>(3V,2L,1K)              | 9<br>(7V,2L)            |                                |                  | 17                        | 29              |
| Completed secondary<br>only (12 yrs)     |                                       |                       | 1<br>(1V)                    | 1<br>(1V)               | 2<br>(2V)                      |                  | 4                         | 7               |
| Some tertiary                            |                                       | 1<br>(1V)             | 1<br>(1L)                    |                         |                                | 4<br>(4V)        | 6                         | 10              |
| Frequencies for<br>mother                | 6                                     | 21                    | 15                           | 10                      | 2                              | 4                | 58                        |                 |
| % for mother                             | 10                                    | 36                    | 26                           | 17                      | 3                              | 7                |                           |                 |



## (b) Melbourne subsample

## Level of schooling attained by mother

| Level of schooling<br>attained by father | 0 yrs        | Incomplete<br>primary | Completed<br>primary<br>only | Incomplete<br>secondary | Completed<br>secondary<br>only | Some<br>tertiary | Frequencies<br>for father | % for<br>father |
|------------------------------------------|--------------|-----------------------|------------------------------|-------------------------|--------------------------------|------------------|---------------------------|-----------------|
| 0 yrs                                    | 1<br>(1V)    |                       | 1<br>(1V)                    |                         |                                |                  | 2                         | 3               |
| Incomplete primary<br>(1-5 yrs)          | 2<br>(1V,1K) | 11<br>(10V,1L)        |                              | 1<br>(1V)               |                                |                  | 14                        | 23              |
| Completed primary<br>only (6 yrs)        | 2<br>(1V,1L) | 5<br>(3V,2L)          | 6<br>(6V)                    |                         |                                |                  | 13                        | 22              |
| Incomplete secondary<br>(7-11 yrs)       |              | 9<br>(7V,2L)          | 5<br>(5V)                    | 8<br>(6V,2L)            |                                |                  | 22                        | 37              |
| Completed secondary<br>only (12 yrs)     |              |                       | 1<br>(1V)                    | 2<br>(2V)               |                                |                  | 3                         | 5               |
| Some tertiary                            |              |                       |                              | 2<br>(2V)               | 2<br>(2V)                      | 2<br>(2V)        | 6                         | 10              |
| Frequencies for<br>mother                | 5            | 25                    | 13                           | 13                      | 2                              | 2                | 60                        |                 |
| % for mother                             | 8            | 42                    | 22                           | 22                      | 3                              | 3                |                           |                 |

(V — Vietnamese, L — Laotian, K — Kampuchean)

**Appendix Table 3.5**  
**Parents' study of English before their arrival or their children's arrival in Australia**

| Amount of study of English                            | Sydney       |            | Melbourne      |            |
|-------------------------------------------------------|--------------|------------|----------------|------------|
|                                                       | N            | %          | N              | %          |
| Not stated for father nor mother                      | 10 (9V,1L)   | 15         | 36 (34V,2L)    | 46         |
| Not stated for one parent/less than 6 weeks for other | 1 (1L)       | 2          | 3 (2V,1L)      | 4          |
| Less than 6 weeks for both father and mother          | 34 (26V,8L)  | 52         | 27 (21V,4L,2K) | 34         |
| Maximum of 1½ to 6 months for one or two parents      | 8 (6V,1L,1K) | 12         | 7 (5V,2L)      | 9          |
| Maximum of 7 to 11 months for one or two parents      | 1 (1V)       | 2          | 1 (1V)         | 1          |
| One year or more for one or two parents               | 11 (9V,2L)   | 17         | 5 (4V,1K)      | 6          |
|                                                       | <u>65</u>    | <u>100</u> | <u>79</u>      | <u>100</u> |

#### *Length of student's school attendance before arrival in Australia*

Information concerning the number of years for which the student attended school before arriving in Australia is presented in Appendix Table 3.6.

Students in the regular school classes which the refugee students will be entering on completing the Contingency Program will have completed at least four years of schooling at the primary level and at least seven years at the secondary level. For the Sydney and Melbourne students for whom the information was available, it is apparent that more than half of the primary level students and about half of the secondary level students have had less schooling than their Australian age counterparts. A few had not attended school previously and substantial proportions of the secondary students had experienced only four or five years of primary schooling in their home country. There were no significant differences in the extent of primary schooling for the primary subsamples in Sydney and Melbourne, nor for the secondary subsamples. Nor were there significant differences in the extent of previous schooling for males versus females or Vietnamese versus Laotians. Assuming that these results can be generalised to the complete samples it can be concluded that a substantial proportion of refugee students will be handicapped on entry to the regular school system not only by their deficiencies in English but by their lack of previous schooling.

#### *Parent/guardian expectation of student's length of schooling*

Parents and guardians were asked to state how many years they would normally expect the student to remain in school both in their country of origin and in Australia. Responses to this question are not presented in detail here, as the question proved to be ambiguous, particularly in relation to the secondary level students. The intent of the question was to find how many years students would have been expected to remain at school beyond their present level of schooling (a) if they had stayed in their country of origin and (b) now that they were living in Australia. In some cases, however, the question was taken to refer to the total expected years of schooling in one of the countries, but not in the other. At the primary level, however, there was a clear indication that parents and guardians expected the further period of schooling for the students to be greater in Australia than it would have been in their country of origin.

#### *Parent/guardian expectation of student's post-school studies in Australia*

Parents and guardians were asked whether they expected the child to go on to further study when he/she finished school in Australia, and if so, to indicate the expected form of study: technical college, university, other (please specify).

The replies of those who provided the information are summarised in Appendix Table 3.7.

Appendix Table 3.6

Length of student's school attendance before arrival in Australia (as reported by parents and guardians)

|                             | Sydney primary subsample   |        |       |      |       | Melbourne primary subsample   |        |       |      |       |
|-----------------------------|----------------------------|--------|-------|------|-------|-------------------------------|--------|-------|------|-------|
|                             | Male                       | Female | Viet. | Laos | Kamp. | Male                          | Female | Viet. | Laos | Kamp. |
| Length of school attendance | <i>Numbers of students</i> |        |       |      |       |                               |        |       |      |       |
| 0 years                     | 5                          | 1      | 4     | 2    | -     | 3                             | -      | 3     | -    | -     |
| 1-3 years                   | 11                         | 10     | 18    | 2    | 1     | 16                            | 16     | 30    | 2    | -     |
| 4 years or more             | 13                         | 7      | 16    | 4    | -     | 10                            | 10     | 18    | 1    | 1     |
| Not stated                  | 1                          | -      | 1     | -    | -     | 1                             | 2      | 2     | 1    | -     |
|                             | 30                         | 18     | 39    | 8    | 1     | 30                            | 28     | 53    | 4    | 1     |
|                             | <i>Percentages</i>         |        |       |      |       |                               |        |       |      |       |
| % 4 years or more           | 45                         | 39     | 41    | 50   | -     | 34                            | 38     | 35    | 33   | -     |
|                             | Sydney secondary subsample |        |       |      |       | Melbourne secondary subsample |        |       |      |       |
|                             | Male                       | Female | Viet. | Laos | Kamp. | Male                          | Female | Viet. | Laos | Kamp. |
| Length of school attendance | <i>Numbers of students</i> |        |       |      |       |                               |        |       |      |       |
| 0 years                     | 1                          | -      | -     | 1    | -     | 2                             | 1      | -     | 2    | 1     |
| 1-6 years                   | 22                         | 8      | 22    | 7    | 1     | 17                            | 12     | 26    | 3    | -     |
| 7-9 years                   | 16                         | 10     | 15    | 11   | -     | 19                            | 8      | 22    | 4    | 1     |
| 10 years or more            | 1                          | -      | 1     | -    | -     | -                             | 2      | 2     | -    | -     |
| Not stated                  | 1                          | 4      | 5     | -    | -     | 1                             | -      | 1     | -    | -     |
|                             | 41                         | 22     | 43    | 19   | 1     | 39                            | 23     | 51    | 9    | 2     |
|                             | <i>Percentages</i>         |        |       |      |       |                               |        |       |      |       |
| % 7 years or more           | 42                         | 56     | 42    | 58   | -     | 50                            | 43     | 48    | 44   | 50    |

**Appendix Table 3.7**  
**Parent/guardian expectation of student's post-school studies in Australia**

| Expected form of further study | <i>Sydney primary subsample</i>   |        |       |      |       | <i>Melbourne primary subsample</i>   |        |       |      |       |
|--------------------------------|-----------------------------------|--------|-------|------|-------|--------------------------------------|--------|-------|------|-------|
|                                | Male                              | Female | Viet. | Laos | Kamp. | Male                                 | Female | Viet. | Laos | Kamp. |
|                                | <i>N(a)</i>                       |        |       |      |       |                                      |        |       |      |       |
|                                | 28                                | 18     | 39    | 6    | 1     | 30                                   | 27     | 53    | 3    | 1     |
|                                | <i>Percentages of students</i>    |        |       |      |       |                                      |        |       |      |       |
| University or CAE              | 68                                | 61     | 64    | 83   |       | 63                                   | 63     | 64    |      |       |
| Technical college              | 29                                | 39     | 33    | 17   |       | 20                                   | 19     | 17    |      |       |
|                                | <i>Sydney secondary subsample</i> |        |       |      |       | <i>Melbourne secondary subsample</i> |        |       |      |       |
|                                | Male                              | Female | Viet. | Laos | Kamp. | Male                                 | Female | Viet. | Laos | Kamp. |
|                                | <i>N(a)</i>                       |        |       |      |       |                                      |        |       |      |       |
|                                | 39                                | 20     | 40    | 18   | 1     | 37                                   | 23     | 50    | 8    | 2     |
|                                | <i>Percentages of students</i>    |        |       |      |       |                                      |        |       |      |       |
| University or CAE              | 31                                | 80     | 43    | 61   |       | 70                                   | 57     | 66    | 63   |       |
| Technical college              | 54                                | 15     | 45    | 28   |       | 27                                   | 30     | 28    | 25   |       |

(a) *N* is number of students for whom information was provided.

Over 96 per cent of the students were expected by their parents or guardians to continue with some form of post-school studies. Their expectations had a strongly academic emphasis. Except for one group of students, parents and guardians expected about two-thirds of the students would proceed with studies at universities or colleges of advanced education and about one-quarter with technical college studies. The expectations for parents and guardians of Vietnamese boys at secondary school level in the Sydney subsample emphasised technical college studies to a greater extent than university or CAE studies. In general, parents and guardians of the refugee students had high academic expectations for the post-school studies of students, probably as high or higher than those held by parents for the Australian school population.

#### *Parent/guardian expectation of student's occupation*

When asked what occupation they would expect the student to have followed in his/her country of origin and to follow in Australia, parents nominated professional occupations to a far greater extent than any other category. Of those nominating an occupation as indicated by the numbers in parentheses, the percentages indicating professional occupations were as follows:

|            | <i>Sydney subsamples</i>    |                     | <i>Melbourne subsamples</i> |                     |
|------------|-----------------------------|---------------------|-----------------------------|---------------------|
|            | <i>In country of origin</i> | <i>In Australia</i> | <i>In country of origin</i> | <i>In Australia</i> |
| Primary    |                             |                     |                             |                     |
| Male       | 59% (22)                    | 83% (23)            | 40% (20)                    | 45% (20)            |
| Female     | 73% (11)                    | 75% (12)            | 50% (12)                    | 50% (16)            |
| Vietnamese | 70% (29)                    | 79% (33)            | 43% (30)                    | 47% (34)            |
| Second:    |                             |                     |                             |                     |
| Male       | 39% (31)                    | 43% (28)            | 35% (20)                    | 39% (23)            |
| Female     | 75% (16)                    | 79% (14)            | 73% (11)                    | 80% (10)            |
| Vietnamese | 60% (30)                    | 58% (31)            | 57% (23)                    | 58% (26)            |
| Laotian    | 35% (17)                    | 45% (11)            |                             |                     |

Professional occupations were expected for greater percentages of girls than boys. Substantial though smaller percentages of boys were expected to become process workers, operators or machinists. The remaining expectations were sprinkled over other occupations. Parent/guardian expectations of future occupations for the students generally showed only a small rise in the percentage of professional occupations nominated in Australia compared with the student's country of origin.

#### *Child's study of English before arrival in Australia*

Parents and guardians provided information about the amount of time the students spent in English classes before they came to Australia, and the countries in which the students had studied English.

For the subsample of parents and guardians, the number of students who had studied English before they came to Australia is set out in Appendix Table 3.8, which indicates the number of months for which English was studied, and the period for which it was studied both in their country of origin (V, L or K) and elsewhere. In the Melbourne primary subsample, for example, six students were reported by their parents or guardians as having studied English for twelve months before arrival in Australia; two of these students had studied English for twelve months in Vietnam, one had studied English for six months in Vietnam and for six months in another country, and three had studied English for twelve months in other countries.

**Appendix Table 3.8**  
**Extent to which students had studied English before arrival in Australia**

| <i>Sydney primary sample</i>                                  |                           |                                      |                  | <i>Melbourne primary sample</i>                               |                           |                                      |                  |
|---------------------------------------------------------------|---------------------------|--------------------------------------|------------------|---------------------------------------------------------------|---------------------------|--------------------------------------|------------------|
| <i>Months of study of English before arrival in Australia</i> | <i>Number of students</i> | <i>Months of study of English in</i> |                  | <i>Months of study of English before arrival in Australia</i> | <i>Number of students</i> | <i>Months of study of English in</i> |                  |
|                                                               |                           | <i>Country of origin</i>             | <i>Elsewhere</i> |                                                               |                           | <i>Country of origin</i>             | <i>Elsewhere</i> |
| 48                                                            | 1                         | 48V                                  | —                | 42                                                            | 1                         | 36V                                  | 6                |
| 9                                                             | 1                         | 6V                                   | 3                | 24                                                            | 1                         | 24V                                  | —                |
|                                                               |                           | 6V                                   | —                | 14                                                            | 2                         | 12V                                  | 2                |
| 6                                                             | 5                         | 6L                                   | —                |                                                               |                           | 12V                                  | —                |
|                                                               |                           | —                                    | 6                | 12                                                            | 6                         | 6V                                   | 6                |
| 5                                                             | 1                         | —                                    | 5                |                                                               |                           | —                                    | 12               |
| 4                                                             | 2                         | 2V                                   | 2                | 9                                                             | 1                         | 3V                                   | 6                |
|                                                               |                           | —                                    | 4                | 6                                                             | 4                         | —                                    | 6                |
| 3                                                             | 3                         | 2V                                   | 1                | 4                                                             | 1                         | 4V                                   | —                |
|                                                               |                           | —                                    | 3                |                                                               |                           | 3V                                   | —                |
| 2                                                             | 7                         | 1V                                   | 1                | 3                                                             | 9                         | 2V                                   | 1                |
|                                                               |                           | —                                    | 2                |                                                               |                           | —                                    | 3                |
| Nil/not stated                                                | 29                        |                                      |                  | 2                                                             | 6                         | 2V                                   | —                |
|                                                               | 49                        |                                      |                  | 1                                                             | 4                         | —                                    | 2                |
|                                                               |                           |                                      |                  | Nil/not stated                                                |                           | —                                    | 1                |
|                                                               |                           |                                      |                  |                                                               | 23                        |                                      |                  |
|                                                               |                           |                                      |                  |                                                               | 58                        |                                      |                  |

Sydney secondary sample

|    |    |     |     |    |
|----|----|-----|-----|----|
| 24 | 1  |     | 24L | -  |
| 18 | 2  |     | 3L  | 15 |
| 15 | 2  | {1} | 12V | 3  |
|    |    | →   | 3V  | 12 |
| 14 | 1  |     | 12V | 2  |
|    |    | →   | 12V | -  |
| 12 | 4  | {2} | 12L | -  |
|    |    | →   | -   | 12 |
| 11 | 1  |     | 6L  | 5  |
| 10 | 1  |     | 5V  | 5  |
| 9  | 1  |     | 6V  | 3  |
| 8  | 2  | {1} | 6V  | 2  |
|    |    | →   | -   | 8  |
| 6  | 10 | {2} | 6V  | -  |
|    |    | →   | -   | 6  |
| 5  | 2  |     | 5V  | -  |
| 4  | 4  |     | -   | 4  |
| 3  | 5  | {1} | 3V  | -  |
|    |    | →   | -   | 3  |
| 2  | 8  | {2} | 2V  | -  |
|    |    | →   | -   | 2  |

Nil/not  
stated

19  
63

Melbourne secondary sample

|    |   |     |   |     |    |
|----|---|-----|---|-----|----|
| 24 | 4 | {3} | → | 24V | -  |
|    |   | {1} | → | 12L | 12 |
| 12 | 3 | {1} | → | 12L | -  |
|    |   | {1} | → | 6V  | 6  |
| 9  | 2 |     |   | -   | 12 |
| 7  | 1 |     |   | 5V  | 4  |
| 6  | 5 | {3} | → | 6V  | 1  |
|    |   | {2} | → | -   | -  |
| 5  | 1 |     |   | 2V  | 6  |
| 4  | 3 | {1} | → | 4V  | 3  |
|    |   | {2} | → | -   | -  |
| 3  | 7 | {4} | → | 3V  | 4  |
|    |   | {3} | → | -   | -  |
|    |   | {2} | → | 2V  | 3  |
| 2  | 5 | {1} | → | 2L  | -  |
|    |   | {2} | → | -   | -  |
|    |   | {1} | → | 1V  | 2  |
| 1  | 5 | {2} | → | 1K  | -  |
|    |   | {2} | → | -   | -  |

Nil/not  
stated

26  
62

V - Vietnamese, L - Laotian, K - Kampuchean



The percentages of this subsample of students with varying periods of study of English before arrival in Australia are summarised below, the students being classified according to the larger samples from which they were drawn in Sydney and Melbourne.

| <i>Amount of study of English<br/>before arrival in Australia</i> | <i>Sydney<br/>primary</i> | <i>Melbourne<br/>primary</i> | <i>Sydney<br/>secondary</i> | <i>Melbourne<br/>secondary</i> |
|-------------------------------------------------------------------|---------------------------|------------------------------|-----------------------------|--------------------------------|
| More than 2 years                                                 | 6%                        | 2%                           | —                           | —                              |
| 1–2 years                                                         | —                         | 18%                          | 16%                         | 11%                            |
| 7–11 months                                                       | 2%                        | 2%                           | 8%                          | 5%                             |
| 3–6 months                                                        | 18%                       | 24%                          | 33%                         | 26%                            |
| Less than 3 months                                                | 14%                       | 17%                          | 13%                         | 16%                            |
| No study/not stated                                               | 59%                       | 40%                          | 30%                         | 42%                            |
| Number of students in subsample                                   | 49                        | 58                           | 63                          | 62                             |
| Number of students in complete sample                             | 100                       | 95                           | 110                         | 106                            |

A substantial percentage of the students in the subsample (ranging from 43 per cent to 73 per cent) had not studied English or had studied it for only one or two months before arrival in Australia. About one-quarter of the students had studied English for three to six months, and only about one-eighth had studied the language for more than twelve months before arrival in Australia. Appendix Table 3.8 shows that students who had studied English for twelve months or more before arrival in Australia tend to have studied it mostly in their country of origin, while those who had studied it for six months or less tend to have done so in other countries. The countries in which Vietnamese students had studied English before coming to Australia were, in order, Malaysia, Indonesia and Thailand. Laotian students who had studied English had attended classes in Thailand.

To the extent that the subsample of students on whom parents and guardians reported this information can be regarded as representative of the complete samples (and as far as can be judged, there were no explicit biasing factors in operation in determining the subsample), the results in this section suggest that less than a quarter of the students would begin their studies in Australia with any workable command of English.

#### *Parent/guardian attitudes towards child's schooling in Australia*

Questions concerning the satisfaction of the parents/guardians with the student's progress at the school or intensive language centre in Australia, and their perception of whether the student liked going to the school/centre or not, were answered for forty-eight students in the Sydney primary sample, fifty-eight in the Melbourne primary sample, sixty-two in the Melbourne secondary sample and sixty-three in the Sydney secondary sample. For students in the first three of these groups, parents/guardians indicated that they were satisfied with the student's school progress for more than 96 per cent of the students, but for the Sydney secondary sample they expressed satisfaction for only 85 per cent of the students, a significantly smaller percentage. In all four groups, however, parents/guardians stated that the student liked going to the school/centre in Australia for more than 97 per cent of the students. In more free-ranging comments on problems that they considered had affected the student's progress in learning English or other subjects at the school/centre, parents/guardians referred to unsatisfactory school progress for approximately 11 per cent of the primary students and 6 per cent of the secondary students, to insufficient homework for 11 per cent of the primary students and 3 per cent of the secondary students, or to the need for more help from or for the provision of more bilingual teacher aides for 5 per cent of the primary students and 7 per cent of the secondary students. The general picture was one of a high degree of satisfaction on the part of parents and guardians with the school progress of the students and an expectation and desire that the students should make the most of their schooling.

## Appendix 4

### ANTICIPATED APPROXIMATE NUMBERS OF REFUGEE CHILDREN TO BE TESTED EACH WEEK

| Week commencing | 10 years |       | 14 years |       | Week commencing | 10 years |       | 14 years |       |
|-----------------|----------|-------|----------|-------|-----------------|----------|-------|----------|-------|
|                 | Syd.     | Melb. | Syd.     | Melb. |                 | Syd.     | Melb. | Syd.     | Melb. |
| 17/3            | 4        | 4     | 5        | 5     | 28/7            | 12       | 12    | 15       | 15    |
| 24/3            | 4        | 4     | 5        | 5     | 4/8             | 16       | 16    | 20       | 20    |
| 31/3            | 4        | 4     | 5        | 5     | 11/8            | 24       | 24    | 30       | 30    |
| 7/4             | 4        | 4     | 5        | 5     | 18/8            | 16       | 16    | 20       | 20    |
| 14/4            | 4        | 4     | 5        | 5     | 8/9             | 24       | 24    | 30       | 30    |
| 21/4            | 4        | 4     | 5        | 5     | 15/9            | 12       | 12    | 15       | 15    |
| 28/4            | 8        | 8     | 10       | 10    | 22/9            | 12       | 12    | 15       | 15    |
| 19/5            | 16       | 16    | 20       | 20    | 29/9            | 16       | 16    | 20       | 20    |
| 26/5            | 8        | 8     | 10       | 10    | 6/10            | 24       | 24    | 30       | 30    |
| 2/6             | 8        | 8     | 10       | 10    | 13/10           | 16       | 16    | 20       | 20    |
| 9/6             | 8        | 8     | 10       | 10    | 20/10           | 24       | 24    | 30       | 30    |
| 16/6            | 8        | 8     | 10       | 10    | 27/10           | 12       | 12    | 15       | 15    |
| 23/6            | 12       | 12    | 15       | 15    | 3/11            | 12       | 12    | 15       | 15    |
| 30/6            | 20       | 20    | 25       | 25    | 10/11           | 12       | 12    | 15       | 15    |
| 7/7             | 12       | 12    | 15       | 15    | 17/11           | 20       | 20    | 25       | 25    |
| 14/7            | 12       | 12    | 15       | 15    | 24/11           | 12       | 12    | 15       | 15    |

The complete schedule was expected to provide the following maximum numbers of cases for which data would be available for children in the Contingency Program over differing periods of time:

#### *Expected sample sizes*

|                           | 10-year-olds |       |       | 14-year-olds |       |       |
|---------------------------|--------------|-------|-------|--------------|-------|-------|
|                           | Syd.         | Melb. | Total | Syd.         | Melb. | Total |
| Data for a 26-week-period | 48           | 48    | 96    | 60           | 60    | 120   |
| Data for a 20-week-period | 72           | 72    | 144   | 90           | 90    | 180   |
| Data for a 14-week-period | 104          | 104   | 208   | 130          | 130   | 260   |
| Data for an 8-week-period | 104          | 104   | 208   | 130          | 130   | 260   |

## Appendix 5

### TYPES OF MATERIAL USED IN STAGE 3 OF INTERVIEWS

1. *Pictures.* A range of pictures from the *Qantas Children in Asia* series was selected and shown to students. Extended responses were often obtained by asking for reasons for preferences and for comparisons of pictures.

Other pictures used were from the *SEMP* materials — Social Education Materials Project, Curriculum Development Centre. These illustrated children in various school situations (e.g. working in the library, smoking behind the school fence, throwing paper aeroplanes while the teacher wrote on the board, playing sport).

Miscellaneous pictures were also used as available in different schools/centres.

2. *Cartoon sequences.* These prompted responses requiring correct sequencing of events illustrated in the frames of the cartoons.
3. *Wordless stories.* Four books were used with primary students in Sydney, which encouraged children to use the sequential devices of English. These were publications by Longmans, with the titles *Ann and Sam*, *Cat and Mouse*, *Same and Different*, and *The Rainbow Feather*.
4. Students were often asked to bring their own work from the classroom, either in the form of work books or drawings and paintings. They would then show this to the interviewer and try to describe their pictures.
5. Students often brought library books or story books with them and these could be used as the basis for a conversation.

## Appendix 6

### SPEAKING PROFICIENCY DESCRIPTIONS (MARCH 1980)

ADAPTED FROM AMES SYLLABUS DEVELOPMENT PROJECT, PROFICIENCY DESCRIPTIONS, MARCH 1979

| Level | Vocabulary                                                                                                                                                                                                                                   | Fluency                                                                                                     | Syntax                                                                                     | Comprehension                                                                                                                                                                                | Effect on Listener                                                                                                                                                                                                                      | Examples                                                                                                                                       |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 0.5   | Knows only a few words connected with immediate priority areas (e.g. classroom, home, transport, family). May be able to talk about a picture using short learned utterances but unable to transfer this to interaction with native speaker. | Utterances consist of one word. Tends to repeat interlocutor's words. May have recourse to native language. | No grammatical knowledge. Isolated lexical items and a few fixed phrases (e.g. greetings). | Can understand only a few simple questions related to immediate needs. Needs to be spoken to very slowly and deliberately. Gestures, drawings etc. usually necessary to communicate message. | Would not be able to communicate verbally with most native speakers. Constant communication breakdowns, even with persons used to dealing with migrants with little English. Speakers often very nervous, unsure. Often unintelligible. | Can give name, nationality. May know some numbers, days of week, months, colours, name of class and teacher, some action verbs (e.g. jumping). |
| 1.0   | Limited to areas of immediate need (e.g. family, school situation) and other items which may have been learned                                                                                                                               | Utterances tend to be very short (3-4 words) though some speakers can construct longer sequences. Speech    | Very fragmented. Extremely limited range of grammatical structure. Word endings often      | Can understand limited repertoire of items. Able to respond to requests for basic personal information but                                                                                   | Great concentration necessary on the part of the listener. Errors in pronunciation and lack of grammar                                                                                                                                  | Can state name, basic facts concerning family, school, place of residence and other simple, personal details. Can ask very                     |

| <i>Level</i> | <i>Vocabulary</i>                                         | <i>Fluency</i>                            | <i>Syntax</i>                                                                                                                                                                                         | <i>Comprehension</i>                                                                                                                                                                                                                                                     | <i>Effect on Listener</i>                                                                                                                         | <i>Examples</i>                                                                                                                                                                                                                                                       |
|--------------|-----------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | in class. Some common greetings and courtesy expressions. | very hesitant with frequent long pauses.  | omitted. Generally dependent on stringing together learned utterances to convey meaning in conversation.                                                                                              | frequently requires repetition. Can understand only when spoken to slowly and deliberately. Dependent on face-to-face interaction for understanding. May rely on gesture to aid communication. Able to recognise some basic intonation patterns (e.g. yes/no questions). | and vocabulary frequently require interlocutor to verify or paraphrase. Can be understood by persons accustomed to 'interpreting' migrant speech. | simple questions (e.g. you teacher?). Can give appropriate yes/no answers to very simple questions (e.g. Do you play soccer?). Familiar with number system, days of week, months of year relevant to his/her experience, simple expressions of time (e.g. 8 o'clock). |
| 1.5          |                                                           | Long utterances of 5-8 words more common. | Beginnings of autonomy of expressions. First attempts to transfer grammatical knowledge. Juxtaposition of learned 'chunks', frequently inappropriately, to convey meaning (e.g. 'I no buy, go play'). | Can process longer questions and utterances but responses often limited to yes/no.                                                                                                                                                                                       |                                                                                                                                                   | Can give linked information (e.g. 'I go Sydney, buy vegetable'). Can disagree by negating verb forms as well as nouns and adjectives (e.g. 'I no buy vegetable'. 'I no happy'. 'No school').                                                                          |

|     |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                    |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.0 | Adequate to handle most requests for basic personal information with confidence. Can supply details of school, accommodation, family etc., but often lost for vocabulary when conversation is outside these areas. Has great difficulty expressing and justifying opinions and dealing with abstract topics. | Speech hesitant, but some capacity for self-correction. Delivery slow, with numerous repetitions and reformulations. Has difficulty connecting discourse. | Quite inaccurate, but a few basic patterns beginning to appear with some regularity, often incorrectly (e.g. <i>be</i> and <i>have</i> ). Grammatical limitations still force speaker to adapt content of message to forms at his/her disposal. At a loss to deal with unforeseen communication needs. Can construct simple sentence types (S.V.O.). | Can understand most questions concerning very familiar topics if phrased simply but often has to ask for repetition. Has great difficulty understanding faster rates of utterance, particularly when meaning is not supported by context. | Can be understood by most native speakers with effort, but patient understanding necessary in conversation. Some verification and paraphrase necessary on the part of the hearer owing to lack of cohesion in narrative, heavy 'foreign accent', and misplaced stress and intonation. | Can express likes, dislikes, desires using simple sentence types. Can give basic information about house, family, school etc. Can relate events in temporal sequence. Can present series of simple facts. Can initiate but has difficulty sustaining conversation. |
| 2.5 |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                           | Beginnings of cohesion in discourse. Can attempt to construct, logical sequence in English.                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                    |
| 3.0 | Vocabulary for everyday matters fairly sound, but often has to grope for words when discussing more                                                                                                                                                                                                          | Can transmit chain of factual information relevant to him/her without long pauses, though sometimes has to                                                | A wider range of structures appears (e.g. some tense marking, greater regularity in <i>be</i> and <i>have</i> ). More                                                                                                                                                                                                                                | Can understand questions relating to familiar subjects spoken by native speaker at normal speed. Repetition                                                                                                                               | Can be understood by most native speakers without undue difficulty when discussing familiar topics but                                                                                                                                                                                | Can relate events connected with school, family, immediate situation in Australia. Can give opinions with hesitations, on familiar                                                                                                                                 |

| Level | Vocabulary                                                                                                                                                                                                                                                                                                          | Fluency                                                                                                                                                                                                                                                              | Syntax                                                                                                                                                                                     | Comprehension                                                                                                                                                                                                                                                                                                                                                        | Effect on Listener                                                                                                                                                                                                                                                                                                                            | Examples                                                                                                                                                                                                                                                                                                                           |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | complicated matters. Would find it very difficult to participate effectively in a class discussion with native speakers at normal speed when their language was not modified in any way.                                                                                                                            | reformulate owing to inadequate grammar or vocabulary. Discussion of abstract topics, expression of opinions, marked by long hesitations.                                                                                                                            | complex negation patterns using 'don', 'didn't' appear. Discourse markers used with greater frequency ( <i>then, so, but, etc.</i> ) However, errors still very frequent.                  | sometimes required. Has difficulty understanding longer utterances containing more complex structures. No appreciation of register requirements.                                                                                                                                                                                                                     | some strain on listener when more abstract ideas are involved and when detailed explanation or reasoned argument is required. Pronunciation occasionally causes hearer to verify.                                                                                                                                                             | issues, but has difficulty justifying them. Lack of confidence still evident in social situations. Can give and follow simple instruction.                                                                                                                                                                                         |
| 4.0   | Wide enough to permit speaker to express him/herself about most non-specialised subjects. In more specialised areas may have to ask for help of interlocutor or resort to circumlocution or paraphrase. Depending on topic, may have difficulty participating effectively in group discussion with native speakers. | Notably fewer hesitations more spontaneity, confidence in delivery. At ease when dealing with familiar topics. Some circumlocution and hesitation when discussing more complicated matters, but not often forced to silence by limitations of grammar or vocabulary. | Quite accurate in some basic patterns, but still has problems connecting discourse. Speech still 'foreign' with numerous grammatical errors but these rarely interfere with understanding. | Able to follow speech in non-colloquial register but may miss points of detail and nuances of meaning. Careful attention necessary when listening. Can extract essential information from speech directed to him/her but experiences difficulty with longer chains of discourse especially where colloquial register is used. May require repetition or explanation. | Can convey most types of information with little risk of confusion in listener, though some misunderstanding may arise from inappropriate vocabulary or grammatical error. Interaction with native speakers usually possible without imposing undue strain on either party. Faults of idiom and style occur. Beginning awareness of register. | Can handle common school situations with confidence but not facility. Can sustain conversation on familiar topics with native speakers without undue difficulty. Can cope with some difficult linguistic situations but lack of register control may lead to misunderstanding and unconsciously disconcert or offend interlocutor. |



|     |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                   |                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.0 | Though at a disadvantage when compared to native speakers of similar age and education level, can express ideas on all issues relevant to his/her learning experience. May occasionally seek help of interlocutor when discussing unfamiliar topic and lacking a word, but can always find a way of paraphrasing. Could participate effectively in group discussion. | Degree of fluency and spontaneity which enables speaker to handle most frequently recurring language situations with ease and variety. In continuous speech still needs to plan what is said and to adjust expression or to reformulate to find more effective way of communicating ideas. Can describe events in detail. | Able to construct complex utterances using a wide range of modifying devices. Reduction in frequency of grammatical errors but speech still obviously 'foreign'. Errors do not interfere with understanding and are rarely gross. | Can understand most speech directed at him/her without requiring repetition or explanation, except where highly colloquial register is used or where subject is very specialised.                        | Speech entirely adequate to be understood by native speakers without seeking clarification, though this may happen sometimes when subject is complicated or where grammatical errors could create misunderstanding. Native speakers not often obliged to reformulate or modify register to be understood, except if very colloquial register is used. | Can handle most common social situations encountered by school age children with confidence and facility. Can present and debate own ideas. Can make use of the telephone and receive/convey information accurately. Can relate sequences of events in detail. |
| 6.0 | Though not as wide as that of a native speaker of similar age and educational level, vocabulary entirely adequate to discuss any topic and to switch levels where appropriate. Able to reformulate some ideas in different linguistic                                                                                                                                | Can participate in any conversation with high degree of fluency and precision of vocabulary. Can express himself/herself with confidence and conviction. Very rarely has to hesitate or grope for words.                                                                                                                  | Grammatical errors rare and unsystematic. Speaker can usually correct them in retrospect.                                                                                                                                         | Can with concentration, follow all forms of speech understood by native speaker, though may have difficulty with some varieties of Australian English involving high frequency use of colloquialisms and | Interlocutor would react as to a native speaker. Accent, though still 'foreign' does not impede understanding in any way.                                                                                                                                                                                                                             | Can convey exact meaning unrestricted by lexical or grammatical deficiencies. Has sufficient range to modify speech according to occasion. Can construct long chain of coherent connected discourse with native-like                                           |

| Level | Vocabulary                                                          | Fluency             | Syntax | Comprehension                                                                                                                          | Effect on Listener | Examples                                                                |
|-------|---------------------------------------------------------------------|---------------------|--------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------|
|       | forms for emphasis, polemics etc. May misuse some colloquial forms. | At ease in English. |        | cultural references outside his/her immediate experience. Less ability than native speaker to follow sudden change in topic and style. |                    | sentence structure. Can appreciate verbal humour and stylistic effects. |
| 7.0   | As for native speakers of similar age and education level.          |                     |        |                                                                                                                                        |                    |                                                                         |

## Appendix 7

### RATING OF ORAL INTERVIEW TAPES

#### Factors considered by raters

While raters gave only an overall rating of oral proficiency, they were asked to take into account the factors of vocabulary, fluency, syntax, comprehension and effect on listener.

In considering vocabulary, raters were asked to be aware of the range of different subjects to which a student could respond. If the student talked only on a topic with which he/she was familiar or which he/she had prepared, a false sense of his/her level might be obtained.

Fluency referred to overall smoothness and continuity of speech. Raters based their judgment on the number of hesitations involved in students' formulating or rephrasing of utterances, the extent to which students had to grope for words and the length of sequences. Fluency was not identical with speed of delivery.

Under syntax, raters considered features such as the range of verb forms used, person-subject-object agreement, pronouns, prepositions, adjectives, adverbs and other aspects of spoken grammar. Appropriate questions for eliciting such forms were used in the interviews so that students could incorporate their full range of syntactic features.

A guide to the student's level of comprehension was gained by considering the amount of repetition he/she required; the number of inappropriate responses he/she gave; the frequency of communication breakdowns owing to the student's difficulties; the ability to understand normal rates of delivery; the ability to understand colloquialisms and idiomatic expressions; the ability to respond to changes of register; and the degree to which the interviewer had to modify his/her speech to be understood.

The *effect on listener* column brought to the fore consideration of the effects of the students' speech on the native speaker of English. It involved the amount of effort the listener had to exert to understand the student (also heavily influenced by other features such as pronunciation, intonation and syntax), the number of breakdowns in communication, and consideration of how successfully a person not used to coping with non-native speech (e.g. a teacher without ESL experience) could communicate with the student.

The *examples* column sets forth instances of language use actually found in the taped interviews. It could not be used as a checklist and was not seen as definitive.

#### Among-rater and within-rater correlations

All of the Sydney and Melbourne tapes were rated independently in Sydney by at least two raters from a group of five familiar with the Adult Migrant Education Service scale of speaking proficiency descriptions. Altogether, some 1250 tapes were rated. Since most tapes were rated by two raters and a few by three raters, the total number of ratings made for these tapes was 2529. Of this number, 991 (39 per cent) were rated by the research fellow (Rater 1) and 830 (33 per cent) by the Sydney research assistant (Rater 2). The other three raters made 14 per cent, 12 per cent and 2 per cent of the ratings respectively.

A high level of between-rater reliability was attained, although for some rater-pairs the relevant correlations were inflated by the use of consensus ratings after two independent ratings had been made. Paired ratings were available for samples of between the and 181 students for Raters 1 and 2 and for Raters 1 and 3 (for Weeks 2, 8, 14, 20, 26), for Raters 1 and 4 (Weeks 2, 8, 14, 20), for Raters 2 and 3 (Weeks 2, 8), for Raters 2 and 4 (Weeks 2, 8, 14) and Raters 3 and 5 (Weeks 8, 14). In all of these comparisons, the correlations between raters were

above 0.90. For samples of from ten to 202 students, within-rater reliability ranged from 0.92 to 0.94 between Weeks 2 and 8 for Raters 1, 2, 3 and 4, from 0.86 to 0.89 between Weeks 2 and 14 and from 0.75 to 0.86 between Weeks 2 and 20 for Raters 1, 2 and 3, and from 0.58 to 0.70 between Weeks 2 and 26 for Raters 1 and 2. Reductions in the level of within-rater reliabilities could be expected as the time between the Week 2 rating and the later rating became greater, and would partly reflect different growth rates in oral English proficiency for different students. The general level of the between-rater correlations and of the within-rater correlations over the shorter periods of time indicated a very satisfactory degree of agreement among raters, which is perhaps not too surprising when the skill being rated is one in which students were only beginning to acquire any proficiency at all.

## Appendix 8

### MEAN SCORES OF SAMPLE OF AUSTRALIAN-BORN PRIMARY SCHOOL STUDENTS ON CLOZE AND DICTATION TESTS

These scores are based on the samples of students in Grades 2, 3, 4 and 5 in two Sydney primary schools (one in a middle-class and the other in a lower-class socio-economic area) which were selected for the purpose of equating scores across the cloze tests and across the dictation tests.

Means and standard deviations of raw scores on the pairs of tests used in the various cross-equations were as follows:

|                        | <i>N</i> for<br>equating | Year<br>levels<br>used | Mean  | S.D.  | Possible<br>score | <i>r</i> |
|------------------------|--------------------------|------------------------|-------|-------|-------------------|----------|
| <i>Cloze tests</i>     |                          |                        |       |       |                   |          |
| Jan and Ben            | 82                       | 2,3,4,5                | 12.71 | 6.16  | 20                | (.77)    |
| Ann and Sam            | 82                       | 2,3,4,5                | 12.18 | 5.64  | 20                | ( )      |
| Tom                    | 183                      | 2,3,4,5                | 9.22  | 5.43  | 20                | (.81)    |
| Lyn                    | 183                      | 2,3,4,5                | 10.39 | 6.03  | 20                | ( )      |
| Holidays               | 186                      | 3,5                    | 10.74 | 3.73  | 15                | (.74)    |
| Sundays                | 186                      | 3,5                    | 9.91  | 4.34  | 16                | ( )      |
| After school           | 208                      | 3,4,5                  | 12.29 | 2.76  | 15                | (.51)    |
| The news               | 208                      | 3,4,5                  | 7.46  | 5.01  | 16                | ( )      |
| <i>Dictation tests</i> |                          |                        |       |       |                   |          |
| My school              | 77                       | 2                      | 31.79 | 12.19 | 50                | (.80)    |
| My new school          | 77                       | 2                      | 36.01 | 12.25 | 50                | ( )      |
| Rusty                  | 110                      | 2,3,4                  | 47.51 | 12.11 | 60                | (.69)    |
| Blackie                | 110                      | 2,3,4                  | 49.01 | 14.39 | 60                | ( )      |
| Farm                   | 152                      | 3,4,5                  | 67.84 | 15.22 | 83                | (.72)    |
| Rain                   | 152                      | 3,4,5                  | 49.85 | 13.39 | 58                | ( )      |
| Tim                    | 175                      | 3,4,5                  | 79.16 | 12.96 | 90                | (.61)    |
| Dan                    | 175                      | 3,4,5                  | 69.57 | 12.53 | 87                | ( )      |
| Peter                  | 183                      | 3,4,5                  | 79.04 | 11.70 | 86                | (.63)    |
| Maria                  | 183                      | 3,4,5                  | 79.48 | 12.33 | 86                | ( )      |
| Maria                  | 116                      | 3,4,5                  | 81.28 | 7.60  | 86                | (.74)    |
| Television             | 116                      | 4,5                    | 83.53 | 16.62 | 98                | ( )      |

Mean scores were subsequently calculated for each year level for which a sufficient number of the Australian-born students had taken the particular test, and these mean scores were used as a basis for determining whether refugee students were performing above or below Year 2, Year 3 and Year 5 levels respectively as outlined in Chapter 5. Below are the mean scores of the Australian-born students after their first month in classes at the designated Year levels on the cloze and dictation tests.

|                        | Year 2 |      | Year 3 |      | Year 5 |      |
|------------------------|--------|------|--------|------|--------|------|
|                        | N      | Mean | N      | Mean | N      | Mean |
| <i>Cloze tests</i>     |        |      |        |      |        |      |
| Jan and Ben            | 53     | 7.6  | —      | —    | —      | —    |
| Ann and Sam            | 71     | 7.4  | —      | —    | —      | —    |
| Tom                    | 57     | 5.3  | 64     | 8.5  | —      | —    |
| Lyn                    | 57     | 6.3  | 64     | 9.0  | —      | —    |
| Holidays               | —      | —    | 96     | 8.9  | 92     | 12.7 |
| Sundays                | —      | —    | 95     | 7.6  | 91     | 12.3 |
| After school           | —      | —    | —      | —    | 117    | 12.0 |
| The news               | —      | —    | —      | —    | 117    | 7.5  |
| <i>Dictation tests</i> |        |      |        |      |        |      |
| My school              | 53     | 30.2 | —      | —    | —      | —    |
| My new school          | 75     | 35.8 | —      | —    | —      | —    |
| Rusty                  | 56     | 39.3 | 54     | 54.8 | —      | —    |
| Blackie                | 53     | 34.7 | 60     | 54.7 | —      | —    |
| Farm                   | —      | —    | 123    | 62.0 | —      | —    |
| Rain                   | —      | —    | 61     | 46.0 | 64     | 54.6 |
| Tim                    | —      | —    | 66     | 72.4 | 58     | 83.2 |
| Dan                    | —      | —    | 65     | 65.3 | 58     | 72.8 |
| Maria                  | —      | —    | 64     | 66.8 | 116    | 80.7 |
| Peter                  | —      | —    | —      | —    | 121    | 78.2 |
| Television             | —      | —    | —      | —    | 53     | 78.2 |

## Appendix 9

### SAMPLES OF CLOZE READING COMPREHENSION TESTS

#### Cloze Test — Directions

In this test you have to write a missing word in each space. Read the story first. Then try to write just *one* word in each space. Sometimes you will think of more than one word for a space, but you must write only one word down. Choose the word which you think is best.

Here is an example.

#### Example A

I have \_\_\_\_\_ red pen  
You can write either  
I have a red pen  
or  
I have one red pen  
Both answers are correct.  
Now you do Example B

#### Example B

Tan is five years old. He has  
three \_\_\_\_\_. They are \_\_\_\_\_.

#### Jan

Jan is ten years old. She \_\_\_\_\_ in a  
small house with her \_\_\_\_\_ and her  
brother. Their house is \_\_\_\_\_ and it  
has a red roof. \_\_\_\_\_ goes to school  
but her brother \_\_\_\_\_. He is too  
little. He stays \_\_\_\_\_ home. Jan  
likes going to her \_\_\_\_\_. She usually  
catches the school bus \_\_\_\_\_ sometimes  
she rides her new bike. \_\_\_\_\_ is red  
and has a loud \_\_\_\_\_. She rides very  
fast.

#### Ben

Ben is nine years old. He \_\_\_\_\_ two  
sisters. They walk to school \_\_\_\_\_.  
Ben rides his bike. His bike \_\_\_\_\_  
green and has a bell. He \_\_\_\_\_ very  
fast and gets to school \_\_\_\_\_. At



school he plays football with \_\_\_\_\_.  
boys. Then they have lessons. They  
\_\_\_\_\_ reading, writing and maths. After  
school \_\_\_\_\_ rides home. He does his  
homework. \_\_\_\_\_ he watches T.V. He  
likes Superman \_\_\_\_\_. He wants to fly  
like Superman.

### Tom

Tom lives in a small \_\_\_\_\_ with his  
mother and father. \_\_\_\_\_ has no  
brothers or sisters \_\_\_\_\_ after school  
he has no \_\_\_\_\_ to play with. Sometimes  
he \_\_\_\_\_ shopping with his mother but  
\_\_\_\_\_ he reads or plays by \_\_\_\_\_.  
His father drives a truck \_\_\_\_\_ on the  
weekend Tom goes \_\_\_\_\_ work with him.  
He always \_\_\_\_\_ next to his father and  
\_\_\_\_\_ drive all day. They have \_\_\_\_\_  
in a restaurant. The truck \_\_\_\_\_ red and  
goes very fast. \_\_\_\_\_ feels like a  
fireman in \_\_\_\_\_ father's big truck. He  
loves \_\_\_\_\_ to work with his father  
\_\_\_\_\_ he meets many people. He \_\_\_\_\_  
feel lonely when he is \_\_\_\_\_ his father.  
They have many \_\_\_\_\_ and see them every week.

### After school

After school I usually get \_\_\_\_\_ bus  
home but on Friday \_\_\_\_\_ friend meets  
me at the \_\_\_\_\_ and we go to the  
\_\_\_\_\_ near our school to play.  
\_\_\_\_\_ meet my sister there and \_\_\_\_\_  
games or, in summer, have \_\_\_\_\_ swim. We  
play until five \_\_\_\_\_ when we have to  
catch the bus home. One day we \_\_\_\_\_  
the bus and we got \_\_\_\_\_ very late. Our  
mother didn't \_\_\_\_\_ us go to the park  
\_\_\_\_\_ two weeks. Now we always \_\_\_\_\_  
to the bus stop before \_\_\_\_\_ o'clock  
because we don't want \_\_\_\_\_ be late again.

### The news

Television and radio are such efficient  
\_\_\_\_\_ satisfying means of hearing the  
news \_\_\_\_\_. at first glance, it may  
seem \_\_\_\_\_ that we bother about reading newspapers.  
\_\_\_\_\_ newspaper, however, plays a very  
important \_\_\_\_\_ in the community. It  
provides a \_\_\_\_\_ record of what has

happened. Everything \_\_\_\_\_ there, set  
down in black and \_\_\_\_\_, and when the  
words we heard \_\_\_\_\_ the radio or T.V.  
are becoming \_\_\_\_\_ in our memory, we can  
read \_\_\_\_\_ news item again and again if  
\_\_\_\_\_ wish, studying and discussing its  
information \_\_\_\_\_ it is understood fully.

The newspaper \_\_\_\_\_ a fuller  
coverage of news and \_\_\_\_\_ than that  
provided by radio and \_\_\_\_\_. It has  
something for everyone, and \_\_\_\_\_ person  
selects from it only the \_\_\_\_\_ that  
interest him. It would take \_\_\_\_\_ radio or  
T.V. announcer more than \_\_\_\_\_ days to read out every  
word in Australia's largest Sunday  
newspaper.

## Appendix 10

### SAMPLES OF DICTATION TESTS

#### My school

My school/is near the park./ It has/six big rooms/and some small rooms./ There are tall trees/in the playground/. We play games/until the bell goes./ Then we have classes./ I like/to read books/ but I don't like/doing maths or writing./ I like singing best.

#### My new school

I like/my new school./ We play games/and sing songs./ We do maths too./ In my classroom/there are small chairs/for sitting on/and good books/to read./ There isn't a T.V./but we can see one/in the big room./ On Friday we have/sport and drawing.

#### Rusty

A big brown dog/lives in the house/next to mine./ He has/a long tail/and a short round head./ His ears/are very small./ When he walks/along the street,/he puts his nose/on the ground./ The dog's name/is Rusty./ He doesn't bite people/but he likes/to bark at children/who play/in the street.

#### Shopping centre

Last week/my class went/to the local shopping centre/to show the new students/the shops. We caught the bus/outside the school gate./ We showed them/the supermarket, the post office,/the sports shop and the fruit shop/. Then we went/to the milkbar/for a drink/before going/to the station/to find out about/catching trains./ We walked past/the police station/on the way/back to school/but we didn't go in./ That afternoon, we wrote/a story about our visit.

#### Rain

It rained/all day on Friday./ The boys hoped/the rain would stop/. They wanted to go/to the beach/the next day/and they couldn't go unless it was fine/. When David woke up/early in the morning,/the sun was shining./ He called out/to the others/to hurry up/. 'It's a great day,'/he said./

#### Tim

Tim is fifteen./ He lives at the hostel./ He came to Australia/two months ago/with his family./ There are six people/in his family:/his parents, his brother/and his two sisters/. Everyday the children/go to the high school./ They don't speak/much English yet/but they are learning/quickly. Their father/works in a shop./ On the weekend/all the family/go to the city/on the train/to visit their friends/and to buy clothes./ Tim likes going/to the city/but he doesn't like shopping.

#### Maria

Maria was a short dark girl/with curly hair/which was pulled back/from her face./ She had a sad face/with large dark eyes./ Her mouth was narrow and her chin pointed./ She was quite thin/and wore clothes/that fitted her well/. She had on/a green dress/and high, black shoes/, and over her shoulder/she carried/a small black bag./ From a distance she looked like/a little girl/but when you came closer to her/you could see/she was older.

### Television

Before television was invented people used to spend more time playing sport, going out at night and talking to each other at home. Since T.V. arrived, however, many people get all their enjoyment from sitting in front of the square box. Some children watch T.V. for five hours a day after school. Others are not allowed to see it for more than two hours a day. Television is becoming more important in schools and perhaps one day children will be able to do all their study by television and teachers will become T.V. stars.

## Appendix 11

### INSTRUCTIONS FOR ADMINISTRATION OF CLOZE TESTS

The following instructions were issued to testers.

#### Instructions

1. Go over cloze instructions with the children.
2. Demonstrate how the test should be done, using example (a). Get them to do example (b). Clarify any misunderstandings.
3. Stress that they should read the whole passage through before they start to write.
4. Explain that several words may fit in the blank but stress that when they write, they put *one* (1) word only in each space. If they make a mistake, they should cross it out (e.g. *and*) and write the correct form above it. If they can't find the right word they should leave the space blank and come back to it later. If they still can't find the right word, they should leave the space blank.
5. When they get to the end of each passage they should re-read it to check it.
6. Allow the specified time for each passage. Note if child was obviously short of time.

#### Times:

|                             |              |
|-----------------------------|--------------|
| Jan, Ben, Ann, Sam          | 5 minutes    |
| Tom, Lyn, Sundays, Holidays | )            |
| After school                | ) 10 minutes |
| News                        | 15 minutes   |

#### Procedural variations in administration of cloze tests

1. Where primary students could read but could not attempt *Jan*, they were also shown *Ben* at Week 2 and asked to attempt *Ben*. This procedure was repeated at Week 8 but if they were still unable to score more than a total of 5 on the combined passages, they were not asked to attempt *Tom*. This procedure of refraining from giving weaker students a range of tests well beyond their level of performance was consistently applied.
2. For some of the weaker Melbourne students, either *Jan* or *Ben* but not both, were attempted by weaker students. If the student scored less than two items correct, the second passage was not applied.
3. Secondary students who could not attempt *Tom* at Week 2 were given *Jan* and *Ben* instead. The subsequent test schedule for such students was the same as that for primary students.
4. Although in some cases, primary students attempted more items in tests of combined greater length than secondary students (e.g. compare the two levels at Week 20, as shown in Table 5.3) only those primary children willing to work through three passages or more did so. After two passages they were asked if they wanted to do the third one and their preferences were respected. The disproportionate length of combined tests at primary and secondary level resulted from a late alteration to the test schedule on the basis of analysis of native-speaker performance on the passages. Two passages for use at secondary level had to be removed from the battery because they proved to be unreliable measures.

## Appendix 12

### INSTRUCTIONS FOR ADMINISTRATION OF DICTATION TESTS

The following instructions were issued to testers.

#### Instructions

1. Each dictation should be read first at normal speaking speed with natural pronunciation, stress and intonation. It should sound as close to natural speech as possible.
2. Each segment should then be read twice with punctuation with a pause after each reading to allow time for writing.
3. Segments should not be read more than twice. If students miss a word(s) tell them to leave a space. If they make a mistake tell them to correct it in their usual way.
4. No help should be given with spelling, meaning or grammar. Answer questions on these matters after the test is collected if you wish, provided your answers will not invalidate subsequent administration of the passage to these or other students in the program.
5. When you reach the end of the passage, allow a minute or so for students to check their work. Then re-read the passage at normal speaking rate. Allow another 1–2 minutes for correction. Then tell the children to turn the page.
6. Each passage takes 10–15 minutes to complete. If a child takes longer, note the point he has reached after 15 minutes. Expected completion times are marked on each passage.

## Appendix 13

### INSTRUCTIONS FOR MARKING DICTATION TESTS

The following instructions were issued to markers:

These dictations are to be used as tests of language proficiency and therefore as measures of skill in hearing and understanding speech, reconstructing it and writing it down.

How well learners of English can do this will depend on how well they know the sound of grammar systems of English. While spelling is involved, it is not the main concern.

Each word is worth one mark.

Mark each error with a cross (X) and deduct one mark from the total score or, alternatively, where the appropriate word is present in the right place give one mark.

If word order is reversed, deduct one mark (i.e. treat the error as a wrong word).

If a word incorporates a grammatical error, deduct one mark (e.g. inappropriate omission or addition of plural 's' or of verb endings). If a word is omitted no mark is scored. Accept conventional abbreviations (e.g. can't, doesn't, they're).

### Spelling guidelines

'Doubtful' spellings can be judged according to the following criteria:

1. Does the variant spelling alter or obscure the meaning of the original ('hotel', for 'hostel'; 'them' for 'then')? If so, no mark should be given, since the spelling reflects a misunderstanding or poorly informed guess at the appropriate item.
2. Does the variant spelling incorporate a grammatical error (e.g. 'doing' for 'do in'; 'tree' for 'trees')? If so, no mark should be awarded. Where an ending is grammatically obligatory, it must be present for a mark to be scored.
3. Is the word a phonetically acceptable approximation of the English word (e.g. 'geims' for 'games'; 'peeple' for 'people')? If so, a mark is scored.
4. Some phonetically acceptable forms will incorporate grammatical errors, (e.g. there/their and two/too/to). These should be circled in red for subsequent consideration but a mark should be scored for them.
5. Any other doubtful words should be underlined in red.
6. A separate score for spelling mistakes should be kept. Indicate spelling errors by putting a line through the word, thus: ~~skoot~~.



## Appendix 14

### ESSAY WRITING SCALE AND SAMPLES OF STUDENT ESSAYS

#### Essay writing scale

| <i>Level</i> | <i>Cohesion/Syntax</i>                                                                                                                                                                                                                                                                                                                                                                                      | <i>Communicative Effect on Reader</i>                                                                                                                                         |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0            | Apart from the occasional appearance of memorised chunks, writing consists solely of isolated vocabulary plus a few 2-3 word sequences.                                                                                                                                                                                                                                                                     | Subject matter may be recognisable, but virtually no information about it is conveyed, i.e. no 'message'.                                                                     |
| 1            | Sequences of 3 or more words occur regularly. May have simple, routine invariable format for presenting memorised chunks; uses identifiable grammatical categories of S-V-O; linear juxtaposition of information; unsystematic, non-standard verb marking may occur.                                                                                                                                        | Topic usually clearly identifiable and can include several pieces of relevant, factual information.                                                                           |
| 2            | Longer sequences of phrases; use of simple connectors (and, but); and some sequence markers (after, now); embryonic verb-marking system (e.g. base, base + ----ing); non-standard past marking system may be used (e.g. 'are go' = went).                                                                                                                                                                   | Able to convey basic factual information in appropriate chronological order; may attempt to include personal point of view but will be limited and clumsy (e.g. I not happy). |
| 3            | Consistent use of sequence markers; greater variety of verb marking though still often inaccurate or non-standard; more varied sentence patterns; mainly co-ordinated linking but some more complex clause structure (e.g. ---- because ----); may attempt paragraph format but structure still primarily linear and dominated by sequence of events (i.e. ability to manipulate time sequence is limited). | Able to move beyond purely factual information to include personal viewpoint in simple terms and to report on feelings.                                                       |

| Level | Cohesion/Syntax                                                                                                                                                                                     | Communicative Effect on Reader                                                                                                                                                                                                                                                                                                                                                                  |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4     | Main area of development is in use of cohesive devices such as anaphoric and cataphoric reference. Can fulfil basic requirements of narrative/descriptive format; inaccurate but systematic syntax. | Able to include more non-essential information to amplify factual report (e.g. adjectives of description); use of repetition and rephrasing for stylistic effect; sense of writer's purpose emerging (i.e. to inform, explain); emotion behind experiences is communicated without need to state it overtly; communication break-downs infrequent though imprecision of communication persists. |
| 5     | Main area of structural development is in the greater use of embedded clauses and more complex cohesive relationships.                                                                              | Developing sense of register sensitivity.                                                                                                                                                                                                                                                                                                                                                       |

(Level 7, the highest level on this scale, represented the language level of 14-year-old secondary school students who were native speakers of English.)

### Samples of essays written by secondary level students at Week 26

#### Level 0

- (a) in Australia I verd good, yes

#### Level 1

- (a) I go to AustriLiA and go to school 5 month. I in school learn English sometime go to zoo and sport. At home I wath TV 8.30 I go to school by bus. and go home 3. oclock.
- (b) My LiFF in Australia  
in Australia I'm study. I can see my family LIFF in Australia all pull. My mother go to . . . and my Father stay home. The children go to school. My parent very like Australia because in Australia good wearth. My parent want me bigin the good study in Australia. and I'm hope I'm bagin is good study in Australia.

#### Level 2

- (a) My life in Australia  
Where I can start? Every day I go to school and learning English. After school I always listen to Music and play, I had felt good so that I saw what is difficent with the thought far away.
- (b) I live in Vietnam my family was very happiness before not War after not war my family not enough money to buy food every day we eat vegetable  
We eat very padup my father Work find not enough money So my grangmother and my family Went aut of the VietNam on the ship many people not eat and sleep Sit on the boat all day because many people If We Slept Some people not seat down So We Sat all of day on the ship We ran 3 day 2 night and o MALAYSIA The sea waves and my ship Was sank people nothing enough people but somethings was give the Sea Waves to government Malaysia give people live in tengu 4 day and We go Went to pulas Bidong life my family in life in island for 16 months and Come to Kuala lumpur live 1 month then came to Australia now we are living in holtel my family very happiness look like before in VietNam.

### Level 3

- (a) When I came to Australia, I was happy because I would see my brother, he had gone to Australia before my family. Every day, I get up at half-past six, I have breakfast at 7. at ten past eight I go to school by bus, At school I have learnt English, Math, science, P.E. and art, The end school at three o'clock, I come home by bus too, In home, I watch T.V or write letter, look after house or read a book, At six o'clock I have dinner then I have a bath, At nine o'clock I go to bed. In the weekend, sometimes, I go to visit my friend's house or my aunt,  
I have been here for six months, I am felling it good to me and I have seen many places in N.S.W. It is very beautifull, but I am sad while my grandfather and cousin and friends had been in Vietnam, I hope one day I'll come to visit my friends, grandfather and many people in Vietnam.
- (b) My life in Australia.  
last year my family had organized go to come oversea.  
After my family came to AustRALiA. I was very happyly. because I have seen very big in the AustRALiAn and City was very nice. The weather was usually change every day. To day It was very warm and windy. I lived in the Hostel. I have been in AustRALiA for nearly six months. All the sisters and brothers went to school. But I Just only older sister Learning in the Hostel. After I speak English very well. I can go look for the Job to earn some money. Because my family have many people. I though in AustRALiA very big. Because The Government AustRALiA has worry for us to school. At last I hoped I'll finish Study English. I'll go to look for Job.

### Level 4

#### My life

Since I came to Australia My life was quieter than in Viet Nam but some time I also think about my grandfather and my aunt, my ancle still live in ViEt Nam and my friend. How ever when I go to school and laugh and talk and play with the other I quiet forget them but when I'm lonely in night, sometime I can't sleep I also think about them. But in Australia some people are very friendly, that makes me happy in here. In the weeken, some time I with my friend go to roller skating or swimming or go to the old teacher who has taught us before.

## **Appendix 15 (a)**

**ADDITIONAL ANALYSES OF RELATIONSHIPS BETWEEN  
BACKGROUND FACTORS AND ORAL PROFICIENCY, READING  
COMPREHENSION AND DICTATION**

## **Appendix 16 (a)**

**STUDENT QUESTIONNAIRE**

## **Appendix 17 (a)**

**ADJUSTMENT APPRAISEMENT QUESTIONNAIRE**

## **Appendix 18 (a)**

**QUESTIONNAIRE TO SCHOOL PRINCIPALS AND TEACHERS-IN-  
CHARGE OF CONTINGENCY PROGRAM CENTRES**

306

## **Appendix 19 (a)**

### **QUESTIONNAIRE TO TEACHERS OF CONTINGENCY PROGRAM CLASSES**

## **Appendix 20 (a)**

### **QUESTIONNAIRE TO ETHNIC AIDES IN CONTINGENCY PROGRAM SCHOOLS AND CENTRES**

## **Appendix 21 (a)**

### **QUESTIONNAIRE TO PRINCIPALS OF SCHOOLS RECEIVING SOUTH-EAST ASIAN REFUGEE CHILDREN**

(a) Appendixes 15 to 21 are on microfiche.

## Appendix 22

### SAMPLES OF ESSAYS WRITTEN BY SECONDARY LEVEL STUDENTS IN FOLLOW-UP STUDY

#### Level 0.5

I like AUSTRILICA playing a every good.

#### Level 1

- (a) My life since in Australia

I were living in Australia two years ago. I like Australia, because it was beautiful country and many my people in this country.

- (b) My life in Australia

My life in Australia. I think here good than when me in Viet Nam.

#### Level 2

- (a) like Australia

Because:

There are 4 seasons in Australia —  
and a lot of beautiful building in Australia.  
Australian very kind.

it got a lot of school

many large road in Australia.

- (b) like Australia

— I very like in Australia because in Australia was very big. and the weather usually was change the weather. While it still had many factories, and the goods, clothes very cheap.

— In the city: I had seen build very high and nice. I thought that in Australia was very nice than another country.

#### Level 3

- (a) first time when I came to Australia, I felt very upset, because I don't know about people life in Australia. six months ago I was live in the hostel I got friends in there. We always played soccer at the hostel, and sometime we went to swimming. Everyday I had to go to school and usually after school I watched the T.V. and I like to watch T V very much. But sometime it made me angry because I don't understand and I don't know what are they talking about on the T.V. that was very hard to me to understand. Now I feel better than before.

- (b) when I came to Australia, I liked to school, because in school I can learn English and anything.

first time I came to Australia I'm very sad and I came to here above in winter too cold I was sad because I didn't know English and weather too cold, in VIET NAM, The weather wasn't like here not too hot and too cold.

when I had to school I like school because teacher wasn't angry to me when I did not know more English and sometime school took us to city, farm, zoo snow and anywhere. when I didn't know teacher will show me anything when I asked them sometimes I was angry because I didn't know anything and now I liked school and I must study English more and more.

On the weekend I had to somewhere. sometimes I went to city or watching chineses the movies when I liked it, and sometimes on weekend I didn't like at home because only me alone at home.

#### Level 4

##### My Life Since I Came to Australia

When I just came to Australia, I have a big difficult to understand English but around me, they all talked in English so that it is hard to asked or to say somethings. When I came to a School at Melbourne, (it is not really a school, it just a church and it speacial for the refugee children in first step to school at Australia). I can not understand every thing, a very easy sentence is not too, but I tried to say, every times I tried to say and my friend laughed at me because I had say the wrong thing, my face be come red, but I don't care, I have to learn how to say, I'm in Australia now, not in VIETNAM so I must not be shy, after 2 months we all moved to Sydney because my aunt can't stand the cold and Sydney is quiet warm than Melbourne. After a few months to learn English at (       \*       ) now I fell better than the begining I can understand a few things.

\* Name of school attended.



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APPENDIX

- 2 Parent questionnaire
- 15 Additional analyses of relationships between background factors and oral proficiency, reading comprehension and dictation
- 16 Student questionnaire
- 17 Adjustment appraisal questionnaire
- 18 Questionnaire to school principals and teachers-in-charge of contingency program centres
- 19 Questionnaire to teachers of contingency program classes
- 20 Questionnaire to ethnic aides in contingency program schools and centres
- 21 Questionnaire to principals of schools receiving South-East Asian refugee children

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331

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APPENDIX 2

UNIVERSITY OF SYDNEY

DEPARTMENT OF EDUCATION

PARENT QUESTIONNAIRE

A university research group is carrying out a study of the intensive language program under which refugee children are taught English when they first arrive in Australia. We are studying the progress of children in learning English and how they adjust to living in Australia to see if any improvements can be made to their language program. As part of this study we would like to have some information on each family's education before coming to Australia. We would like you to answer the questions on the following pages. The first section refers to the education of parents and guardians of children in the intensive language program and the other sections refer to the children whose names are given at the top of the page.

Thank you for your help in completing the questionnaire.

**BEST COPY**

PARENT FORM

1. Please write your full name here . . . . .
2. Names of Children
  1. . . . .
  2. . . . .
  3. . . . .
  4. . . . .
3. Your relationship to this child/these children is father/mother.  
(Please circle the relevant answer).
4. What was your usual occupation before  
you came to Australia? . . . . .
5. What is your occupation now? . . . . .
6. What was the usual occupation of your wife or husband before you came  
to Australia? . . . . .
7. What is the occupation of your wife or husband now?  
. . . . .
8. How many years did you attend school or college  
or university before you came to Australia?
 

|                   |                      |       |
|-------------------|----------------------|-------|
| Primary school    | <input type="text"/> | years |
| Secondary school  | <input type="text"/> | years |
| Technical college | <input type="text"/> | years |
| University        | <input type="text"/> | years |
| Other schools     | <input type="text"/> | years |
9. How many years did your wife or husband attend school  
or college or university before you came to Australia?
 

|                   |                      |       |
|-------------------|----------------------|-------|
| Primary school    | <input type="text"/> | years |
| Secondary School  | <input type="text"/> | years |
| Technical college | <input type="text"/> | years |
| University        | <input type="text"/> | years |
| Other schools     | <input type="text"/> | years |
10. How much study of English did you have before  
you came to Australia?
 

|                   |                      |
|-------------------|----------------------|
| Less than 6 weeks | <input type="text"/> |
| 7 to 12 weeks     | <input type="text"/> |
| 3 to 6 months     | <input type="text"/> |
| 7 to 11 months    | <input type="text"/> |
| 1 to 2 years      | <input type="text"/> |
| 3 to 5 years      | <input type="text"/> |
| More than 5 years | <input type="text"/> |
11. In which countries did you learn English  
before you came to Australia? . . . . .
12. How much study of English did your wife or husband  
have before you came to Australia?
 

|                   |                      |
|-------------------|----------------------|
| Less than 6 weeks | <input type="text"/> |
| 7 to 12 weeks     | <input type="text"/> |
| 3 to 6 months     | <input type="text"/> |

cont. over ...

PARENT FORM (Page 2.)

12. Continued ...

How much study of English did your wife or husband  
have before you came to Australia?

7 to 11 months

1 to 2 years

3 to 5 years

More than 5 years

|  |
|--|
|  |
|  |
|  |
|  |

13. In which countries did your wife or husband learn  
English before you came to Australia?

\*\*\*\*\*

BEST COPY

GUARDIAN FORM

1. Please write your full name here . . . . .

2. Names of Children 1. . . . .

2. . . . .

3. . . . .

4. . . . .

3. Your relationship to this child/these children is: sister

brother

aunt

uncle

grandmother

grandfather

not related

Please tick ☒  
the relevant  
square.

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

4. For how long have you been the guardian of this child/  
these children?

years or

months

5. What was your usual occupation before you came to Australia?

. . . . .

6. What is your occupation now? . . . . .

7. What was the usual occupation of  
the father of this child/these children? . . . . .

8. What was the usual occupation of the mother  
of this child/these children? . . . . .

9. How many years did you attend school or  
college or university before you came  
to Australia?

Primary school

Secondary school

Technical college

University

Other schools

|  |
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|  |
|  |
|  |
|  |
|  |

years

years

years

years

years

10. How many years did the father of these  
children attend school or college or  
university before the children came  
to Australia?

Primary school

Secondary school

Technical college

University

Other schools

|  |
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|  |

years

years

years

years

years

11. How many years did the mother of these  
children attend school or college or  
university before the children came to  
Australia?

Primary school

Secondary school

Technical college

University

Other schools

|  |
|--|
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|  |
|  |
|  |
|  |

years

years

years

years

years

.../2

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2.

12. How much study of English did you have before you came to Australia?

Less than 1 week  
1 to 6 weeks  
7 to 12 weeks  
3 to 6 months  
7 to 11 months  
1 to 2 years  
3 to 5 years  
More than 5 years

|  |
|--|
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|  |

13. In which countries did you learn English before coming to Australia?

.....

14. How much study of English did the father of these children have before the children came to Australia?

Less than 1 week  
1 to 6 weeks  
7 to 12 weeks  
3 to 6 months  
7 to 11 months  
1 to 2 years  
3 to 5 years  
More than 5 years

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15. How much study of English did the mother of these children have before the children came to Australia?

Less than 1 week  
1 to 6 weeks  
7 to 12 weeks  
3 to 6 months  
7 to 11 months  
1 to 2 years  
3 to 5 years  
More than 5 years

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CHILD'S NAME ..... AGE .....

EDUCATION

1. How many years did he/she attend school before you came to Australia?  
Write the number of years in the square.

years

2. How many years would you normally expect this child to remain in school? Write the number of years in the square.

(a) in the child's country of origin

years

(b) in Australia

years

3. (a) Do you expect this child to go on to further studies when he/she finishes school in Australia?

Answer YES or NO

- (b) If yes, where do you expect this child to study? Tick the appropriate box.

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

University or College  
of Advanced Education

Technical College

Other (please specify): .....

OCCUPATION

4. What occupation would you expect this child to have followed in his/her country of origin?  
.....

5. What occupation do you expect this child might follow in Australia?  
.....

ENGLISH

6. How many years or months did the child spend in English classes before you came to Australia?  
Write the number in the appropriate square.

(a) in the child's country of origin  year OR  months

(b) elsewhere: name of country .....

years OR  months

SCHOOL IN AUSTRALIA

7. Are you satisfied with this child's progress at the school/centre?

Please write YES or NO

8. Does this child like going to the school/centre in Australia?

Please write YES or NO

.../2

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SCHOOL IN AUSTRALIA (CONT.)

Please comment on this child's adjustment to study in Australia, specifying any problems he/she has experienced that are affecting his/her progress in learning English or other subjects at the school/centre.

.....

.....

.....

.....

.....

.....

.....

# APPENDIX 15

## ADDITIONAL ANALYSES OF RELATIONSHIPS BETWEEN BACKGROUND FACTORS AND ORAL PROFICIENCY, READING COMPREHENSION AND DICTATION

Appendix Table 15.1 Mean oral English proficiency ratings of primary level refugee students at time of entry to, and on completion of 14 and 20 weeks in contingency program for contrasted categories of background factors

|                                                            | <u>Week 14 results for students staying 14 weeks or longer</u> |            |             | <u>Week 20 results for students staying 20 weeks or longer</u> |            |             |
|------------------------------------------------------------|----------------------------------------------------------------|------------|-------------|----------------------------------------------------------------|------------|-------------|
|                                                            | <u>N</u>                                                       | <u>RW2</u> | <u>RW14</u> | <u>N</u>                                                       | <u>RW2</u> | <u>RW20</u> |
| Sydney                                                     | 52                                                             | .44        | 1.22        | 21                                                             | .49        | 1.49        |
| Melbourne                                                  | 74                                                             | .58        | 1.30        | 47                                                             | .51        | 1.42        |
| Boys                                                       | 68                                                             | .51        | 1.20        | 39                                                             | .49        | 1.30        |
| Girls                                                      | 58                                                             | .53        | 1.35        | 29                                                             | .53        | 1.63        |
| Vietnamese                                                 | 106                                                            | .56        | 1.32        | 57                                                             | .52        | 1.49        |
| Laotian                                                    | 13                                                             | .23        | .81         | 9                                                              | .28        | 1.17        |
| Kampuchean                                                 | 7                                                              | .50        | 1.36        | 2                                                              | 1.00       | 1.25        |
| Father's occupation                                        |                                                                |            |             |                                                                |            |             |
| - Unskilled                                                | 59                                                             | .49        | 1.33        | 28                                                             | .50        | 1.55        |
| - Skilled, clerical, self-employed, professional           | 51                                                             | .60        | 1.30        | 28                                                             | .61        | 1.46        |
| Total years of schooling in country of origin              |                                                                |            |             |                                                                |            |             |
| 0 years                                                    | 9                                                              | .17        | 1.08        | 2                                                              | 0.00       | 1.25        |
| 1-2 years                                                  | 43                                                             | .31        | 1.06        | 26                                                             | .28        | 1.27        |
| 3-4 years                                                  | 42                                                             | .60        | 1.33        | 23                                                             | .66        | 1.61        |
| 5 years                                                    | 16                                                             | .78        | 1.45        | 8                                                              | .66        | 1.28        |
| 6 years                                                    | 6                                                              | 1.00       | 1.58        | 3                                                              | 1.00       | 1.58        |
| Previous English Study                                     |                                                                |            |             |                                                                |            |             |
| None                                                       | 76                                                             | .29        | 1.06        | 44                                                             | .30        | 1.28        |
| Less than 3 mths                                           | 4                                                              | .75        | 1.38        | 2                                                              | .25        | 1.50        |
| 3 to 6 mths                                                | 5                                                              | 1.10       | 2.00        | 4                                                              | .88        | 2.00        |
| 1 to 2 years                                               | 6                                                              | 1.25       | 2.04        | 3                                                              | 1.67       | 2.67        |
| <u>Significance of differences in rates of improvement</u> |                                                                |            |             |                                                                |            |             |
|                                                            |                                                                | (p)        |             |                                                                | (p)        |             |
| Cities                                                     |                                                                | .46        |             |                                                                | .52        |             |
| Sex                                                        |                                                                | .06        |             |                                                                | .02        |             |
| Country of origin                                          |                                                                | .26        |             |                                                                | .16        |             |
| Father's occupation                                        |                                                                | .09        |             |                                                                | .19        |             |
| Years of schooling                                         |                                                                | .65        |             |                                                                | .27        |             |
| Previous English study                                     |                                                                | .83        |             |                                                                | .81        |             |

Appendix Table 15.2 Mean oral English proficiency ratings of secondary level refugee students at time of entry to, and on completion of 14 and 20 weeks in contingency program for contrasted categories of background factors.

|                                                            | <u>Week 14 results for</u><br><u>students staying 14</u><br><u>weeks or longer</u> |            |             | <u>Week 20 results for</u><br><u>students staying 20</u><br><u>weeks or longer</u> |            |             |
|------------------------------------------------------------|------------------------------------------------------------------------------------|------------|-------------|------------------------------------------------------------------------------------|------------|-------------|
|                                                            | <u>N</u>                                                                           | <u>RW2</u> | <u>RW14</u> | <u>N</u>                                                                           | <u>RW2</u> | <u>RW20</u> |
| Sydney                                                     | 71                                                                                 | 1.27       | 2.04        | 43                                                                                 | 1.17       | 2.12        |
| Melbourne                                                  | 75                                                                                 | 1.10       | 1.76        | 62                                                                                 | .99        | 1.92        |
| Boys                                                       | 86                                                                                 | 1.11       | 1.83        | 59                                                                                 | .98        | 1.89        |
| Girls                                                      | 60                                                                                 | 1.28       | 1.99        | 46                                                                                 | 1.17       | 2.14        |
| Vietnamese                                                 | 105                                                                                | 1.21       | 1.92        | 73                                                                                 | 1.12       | 2.03        |
| Laotian                                                    | 31                                                                                 | 1.13       | 1.88        | 27                                                                                 | .89        | 1.91        |
| Kampuchean                                                 | 10                                                                                 | 1.05       | 1.68        | 5                                                                                  | 1.20       | 2.05        |
| Father's occupation                                        |                                                                                    |            |             |                                                                                    |            |             |
| - Unskilled                                                | 45                                                                                 | 1.08       | 1.81        | 32                                                                                 | .88        | 1.78        |
| - Skilled, clerical, self-employed, professional           | 61                                                                                 | 1.31       | 1.95        | 40                                                                                 | 1.19       | 2.06        |
| Total years of schooling in country of origin              |                                                                                    |            |             |                                                                                    |            |             |
| 0 years                                                    | 6                                                                                  | .17        | .92         | 4                                                                                  | .13        | 1.06        |
| 1-2 years                                                  | 6                                                                                  | 1.25       | 1.88        | 2                                                                                  | .25        | .75         |
| 3-4 years                                                  | 21                                                                                 | 1.00       | 1.67        | 14                                                                                 | .88        | 1.82        |
| 5 years                                                    | 25                                                                                 | .96        | 1.69        | 17                                                                                 | .74        | 1.78        |
| 6 years                                                    | 27                                                                                 | 1.19       | 1.92        | 19                                                                                 | 1.05       | 1.89        |
| 7 years                                                    | 31                                                                                 | 1.45       | 2.13        | 25                                                                                 | 1.45       | 2.32        |
| 8 years                                                    | 12                                                                                 | 1.83       | 2.71        | 8                                                                                  | 1.72       | 2.97        |
| Previous English Study                                     |                                                                                    |            |             |                                                                                    |            |             |
| None                                                       | 47                                                                                 | .66        | 1.38        | 33                                                                                 | .61        | 1.52        |
| Less than 3 mths                                           | 16                                                                                 | 1.28       | 1.95        | 8                                                                                  | .94        | 2.09        |
| 3 to 6 mths                                                | 16                                                                                 | 1.69       | 2.63        | 11                                                                                 | 1.75       | 2.77        |
| 1 to 2 years                                               | 5                                                                                  | 2.00       | 2.45        | 4                                                                                  | 2.13       | 2.69        |
| More than 2 years                                          | 3                                                                                  | 3.00       | 3.67        | -                                                                                  | -          | -           |
| <u>Significance of differences in rates of improvement</u> |                                                                                    |            |             |                                                                                    |            |             |
|                                                            |                                                                                    | (p)        |             |                                                                                    | (p)        |             |
| Cities                                                     |                                                                                    | .13        |             |                                                                                    | .77        |             |
| Sex                                                        |                                                                                    | .88        |             |                                                                                    | .49        |             |
| Country of origin                                          |                                                                                    | .68        |             |                                                                                    | .48        |             |
| Father's occupation                                        |                                                                                    | .22        |             |                                                                                    | .82        |             |
| Years of schooling                                         |                                                                                    | .79        |             |                                                                                    | .23        |             |
| Previous English study                                     |                                                                                    | .09        |             |                                                                                    | .11        |             |

Appendix Table 15.3 Percentage of primary level refugee students scoring at or above Year 2 level on cloze reading comprehension tests at time of entry to, and on completion of 14 and 20 weeks in contingency program for contrasted categories of background factors.<sup>1</sup>

|                                                  | <u>Week 14 results for</u><br><u>students staying 14</u><br><u>weeks or longer</u> |                          |                           | <u>Week 20 results for</u><br><u>students staying 20</u><br><u>weeks or longer</u> |                          |                           |
|--------------------------------------------------|------------------------------------------------------------------------------------|--------------------------|---------------------------|------------------------------------------------------------------------------------|--------------------------|---------------------------|
|                                                  | <u>N</u>                                                                           | <u>Cloze</u><br><u>2</u> | <u>Cloze</u><br><u>14</u> | <u>N</u>                                                                           | <u>Cloze</u><br><u>2</u> | <u>Cloze</u><br><u>20</u> |
| Sydney                                           | 42                                                                                 | 10%                      | 14%#                      | 17                                                                                 | 6%                       | 29%                       |
| Melbourne                                        | 50                                                                                 | 12%                      | 42%*                      | 41                                                                                 | 5%                       | 34%                       |
| Boys                                             | 48                                                                                 | 10%                      | 27%                       | 31                                                                                 | 7%                       | 32%                       |
| Girls                                            | 44                                                                                 | 11%                      | 32%                       | 27                                                                                 | 4%                       | 33%                       |
| Vietnamese                                       | 82                                                                                 | 11%                      | 32%                       | 50                                                                                 | 4%#                      | 34%                       |
| Laotian                                          | 7                                                                                  | 0%                       | 0%                        | 6                                                                                  | 0%#                      | 17%                       |
| Kampuchean                                       | 3                                                                                  | 33%                      | 33%                       | 2                                                                                  | 50%*                     | 50%                       |
| Father's occupation                              |                                                                                    |                          |                           |                                                                                    |                          |                           |
| - Unskilled                                      | 49                                                                                 | 10%                      | 29%                       | 29                                                                                 | 7%                       | 31%                       |
| - Skilled, clerical, self-employed, professional | 42                                                                                 | 12%                      | 31%                       | 26                                                                                 | 4%                       | 36%                       |
| Total years of schooling in country of origin    |                                                                                    |                          |                           |                                                                                    |                          |                           |
| 0 years                                          | 5                                                                                  | 0%                       | 0%#                       | 2                                                                                  | 0%                       | 0%#                       |
| 1-2 years                                        | 28                                                                                 | 7%                       | 7%#                       | 18                                                                                 | 6%                       | 11%#                      |
| 3-4 years                                        | 35                                                                                 | 14%                      | 37%*                      | 23                                                                                 | 4%                       | 35%                       |
| 5 years                                          | 11                                                                                 | 9%                       | 46%*                      | 4                                                                                  | 0%                       | 50%                       |
| 6                                                | 6                                                                                  | 17%                      | 50%*                      | 3                                                                                  | 33%                      | 100%*                     |
| Previous English study                           |                                                                                    |                          |                           |                                                                                    |                          |                           |
| None                                             | 51                                                                                 | 0%#                      | 14%                       | 34                                                                                 | 0%                       | 21%#                      |
| Less than 3 mths                                 | 2                                                                                  | 50%*                     | 50%                       | 2                                                                                  | 0%                       | 0%                        |
| 3 to 6 mths                                      | 5                                                                                  | 40%*                     | 40%                       | 3                                                                                  | 0%                       | 33%                       |
| 1 to 2 years                                     | 6                                                                                  | 0%#                      | 50%                       | 3                                                                                  | 0%                       | 100%*                     |

1. Within each set of comparisons, percentages indicated by an \* are significantly greater at the .05 level than percentages indicated by a #.

Appendix Table 15.4 Mean derived cloze grades of primary level refugee students at time of entry to and exit from contingency program for contrasted categories of background factors<sup>1</sup>

|                                                  | <u>Week 14 group</u><br>(14 to 19 weeks<br>in program) |                          |                           | <u>Week 20 group</u><br>(20 to 25 weeks<br>in program) |                          |                           | <u>Week 26 group</u><br>(26 weeks in<br>program) |                          |                           |
|--------------------------------------------------|--------------------------------------------------------|--------------------------|---------------------------|--------------------------------------------------------|--------------------------|---------------------------|--------------------------------------------------|--------------------------|---------------------------|
|                                                  | <u>N</u>                                               | <u>Cloze</u><br><u>2</u> | <u>Cloze</u><br><u>14</u> | <u>N</u>                                               | <u>Cloze</u><br><u>2</u> | <u>Cloze</u><br><u>20</u> | <u>N</u>                                         | <u>Cloze</u><br><u>2</u> | <u>Cloze</u><br><u>26</u> |
| Sydney                                           | 25                                                     | .64                      | 1.92                      | 6                                                      | .33                      | 1.83                      | 11                                               | 1.27                     | 2.55                      |
| Melbourne                                        | 17                                                     | 1.24                     | 2.29                      | 29                                                     | .83                      | 1.90                      | 12                                               | .83                      | 2.17                      |
| Boys                                             | 21                                                     | .67                      | 2.05                      | 21                                                     | .81                      | 1.95                      | 8                                                | 1.00                     | 2.38                      |
| Girls                                            | 21                                                     | 1.10                     | 2.10                      | 14                                                     | .64                      | 1.79                      | 15                                               | 1.07                     | 2.33                      |
| Vietnamese                                       | 39                                                     | .95                      | 2.08                      | 31                                                     | .74                      | 2.00                      | 20                                               | 1.10                     | 2.40                      |
| Laotian                                          | -                                                      | -                        | -                         | 2                                                      | 0.00                     | 0.00                      | 3                                                | .67                      | 2.00                      |
| Kampuchean                                       | 2                                                      | 0.00                     | 2.00                      | 2                                                      | 1.50                     | 2.00                      | -                                                | -                        | -                         |
| Father's occupation                              |                                                        |                          |                           |                                                        |                          |                           |                                                  |                          |                           |
| - Unskilled                                      | 24                                                     | .96                      | 2.00                      | 17                                                     | .71                      | 1.94                      | 12                                               | .92                      | 2.08                      |
| - Skilled, clerical, self-employed, professional | 18                                                     | .78                      | 2.17                      | 17                                                     | .82                      | 1.94                      | 11                                               | 1.18                     | 2.64                      |
| Total years of schooling in country of origin    |                                                        |                          |                           |                                                        |                          |                           |                                                  |                          |                           |
| 1-2 years                                        | 13                                                     | .54                      | 1.69                      | 10                                                     | .20                      | 1.10                      | 8                                                | .88                      | 1.75                      |
| 3-4 years                                        | 15                                                     | 1.27                     | 2.33                      | 13                                                     | 1.08                     | 2.30                      | 11                                               | 1.09                     | 2.55                      |
| 5 years                                          | 7                                                      | 1.00                     | 2.29                      | 2                                                      | 1.00                     | 2.50                      | 2                                                | 1.50                     | 3.50                      |
| 6 years                                          | 3                                                      | 1.33                     | 2.67                      | 3                                                      | 1.67                     | 3.67                      | -                                                | -                        | -                         |
| Previous English study                           |                                                        |                          |                           |                                                        |                          |                           |                                                  |                          |                           |
| None                                             | 23                                                     | .39#                     | 1.83                      | 20                                                     | .50                      | 1.25                      | 12                                               | .83                      | 2.33                      |
| Less than 3 mths                                 | ( )                                                    |                          |                           | 2                                                      | 0.00                     | 0.00                      | -                                                | -                        | -                         |
| 3 to 6 mths                                      | ( 5 )                                                  | 2.00*                    | 2.40                      | 2                                                      | 1.00                     | 3.00                      | 2                                                | 1.50                     | 2.50                      |
| 1 to 2 years                                     | ( )                                                    |                          |                           | 2                                                      | 1.50                     | 3.50                      | -                                                | -                        | -                         |

Significance of differences in rates of improvement

|                        | (p)                            |                                              | (p)                            |                                              | (p)                            |
|------------------------|--------------------------------|----------------------------------------------|--------------------------------|----------------------------------------------|--------------------------------|
|                        | <u>Week 14</u><br><u>group</u> | <u>Week 14+</u><br><u>group</u> <sup>2</sup> | <u>Week 20</u><br><u>group</u> | <u>Week 20+</u><br><u>group</u> <sup>3</sup> | <u>Week 26</u><br><u>group</u> |
| Cities                 | .45                            | .40                                          | .42                            | .50                                          | .89                            |
| Sex                    | .18                            | .41                                          | 1.00                           | .92                                          | .81                            |
| Country of origin      | .29                            | .39                                          | .25                            | .53                                          | .96                            |
| Father's occupation    | .23                            | .22                                          | .77                            | .92                                          | .49                            |
| Years of schooling     | .94                            | .42                                          | .38                            | .33                                          | .28                            |
| Previous English study | .02                            | .53                                          | .10                            | .09                                          | .54                            |

1. Within each set of comparisons, means indicated by an asterisk are significantly greater at the .05 level than means indicated by a #.
2. Week 14 results for students staying 14 weeks or longer.
3. Week 20 results for students staying 20 weeks or longer.

Appendix Table 15.5 Percentage of secondary level refugee students scoring at or above Year 3 level on close reading comprehension tests at time of entry to, and on completion of 14 and 20 weeks in contingency program for contrasted categories of background factors<sup>1</sup>

|                                                  | <u>Week 14 results for</u><br><u>students staying 14</u><br><u>weeks or longer</u> |                          |                           | <u>Week 20 results for</u><br><u>students staying 20</u><br><u>weeks or longer</u> |                          |                           |
|--------------------------------------------------|------------------------------------------------------------------------------------|--------------------------|---------------------------|------------------------------------------------------------------------------------|--------------------------|---------------------------|
|                                                  | <u>N</u>                                                                           | <u>Close</u><br><u>2</u> | <u>Close</u><br><u>14</u> | <u>N</u>                                                                           | <u>Close</u><br><u>2</u> | <u>Close</u><br><u>20</u> |
| Sydney                                           | 45                                                                                 | 24%                      | 49%                       | 24                                                                                 | 25%*                     | 46%                       |
| Melbourne                                        | 59                                                                                 | 10%                      | 37%                       | 49                                                                                 | 8%*                      | 37%                       |
| Boys                                             | 58                                                                                 | 16%                      | 31%*                      | 35                                                                                 | 14%                      | 34%                       |
| Girls                                            | 46                                                                                 | 17%                      | 57%*                      | 38                                                                                 | 13%                      | 45%                       |
| Vietnamese                                       | 74                                                                                 | 16%                      | 46%                       | 53                                                                                 | 13%                      | 45%                       |
| Lantian                                          | 27                                                                                 | 18%                      | 32%                       | 17                                                                                 | 12%                      | 24%                       |
| Kampuchean                                       | 8                                                                                  | 13%                      | 38%                       | 3                                                                                  | 33%                      | 33%                       |
| Father's occupation                              |                                                                                    |                          |                           |                                                                                    |                          |                           |
| - Unskilled                                      | 43                                                                                 | 9%                       | 35%                       | 31                                                                                 | 10%                      | 32%                       |
| - Skilled, clerical, self-employed, professional | 58                                                                                 | 22%                      | 45%                       | 40                                                                                 | 18%                      | 43%                       |
| Total years of schooling in country of origin    |                                                                                    |                          |                           |                                                                                    |                          |                           |
| 0 years                                          | 5                                                                                  | 0%*                      | 0%*                       | 3                                                                                  | 0%*                      | 0%*                       |
| 1-2 years                                        | 5                                                                                  | 0%*                      | 60%                       | -                                                                                  | -                        | -                         |
| 3-4 years                                        | 15                                                                                 | 13%*                     | 20%*                      | 12                                                                                 | 17%                      | 33%*                      |
| 5 years                                          | 17                                                                                 | 12%*                     | 35%                       | 12                                                                                 | 0%*                      | 25%*                      |
| 6 years                                          | 20                                                                                 | 5%*                      | 40%                       | 12                                                                                 | 0%*                      | 42%*                      |
| 7 years                                          | 17                                                                                 | 29%                      | 53%                       | 14                                                                                 | 29%*                     | 50%                       |
| 8 years                                          | 10                                                                                 | 50%*                     | 90%*                      | 5                                                                                  | 60%*                     | 100%*                     |
| 9 years or more                                  | 3                                                                                  | 0%*                      | 100%*                     | 3                                                                                  | 0%*                      | 100%*                     |
| Previous English study                           |                                                                                    |                          |                           |                                                                                    |                          |                           |
| None                                             | 28                                                                                 | 4%*                      | 18%*                      | 20                                                                                 | 5%                       | 20%                       |
| Less than 3 mths                                 | 13                                                                                 | 15%*                     | 46%                       | 5                                                                                  | 20%                      | 20%                       |
| 3 to 6 mths                                      | 9                                                                                  | 44%                      | 56%*                      | 5                                                                                  | 40%                      | 60%                       |
| 1 to 2 years                                     | 5                                                                                  | 40%                      | 80%*                      | 4                                                                                  | 50%                      | 75%                       |
| More than 2 years                                | 2                                                                                  | 100%*                    | 100%*                     | -                                                                                  | -                        | -                         |

1. Within each set of comparisons, percentages indicated by an asterisk are significantly greater at the .05 level than percentages indicated by a #.

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Appendix Table 15.6 Mean derived close grades of secondary level refugee students at time of entry to and exit from contingency program for contrasted categories of background factors<sup>1</sup>

|                                                                    | <u>Week 14 group</u><br>(14 to 19 weeks<br>in program) |                          |                           | <u>Week 20 group</u><br>(20 to 25 weeks<br>in program) |                          |                           | <u>Week 26 group</u><br>26 weeks in<br>program) |                          |                           |
|--------------------------------------------------------------------|--------------------------------------------------------|--------------------------|---------------------------|--------------------------------------------------------|--------------------------|---------------------------|-------------------------------------------------|--------------------------|---------------------------|
|                                                                    | <u>N</u>                                               | <u>Close</u><br><u>2</u> | <u>Close</u><br><u>14</u> | <u>N</u>                                               | <u>Close</u><br><u>2</u> | <u>Close</u><br><u>20</u> | <u>N</u>                                        | <u>Close</u><br><u>2</u> | <u>Close</u><br><u>26</u> |
| Sydney                                                             | 17                                                     | 2.65                     | 3.59                      | 11                                                     | 2.18                     | 3.09                      | 14                                              | 1.64                     | 3.14                      |
| Melbourne                                                          | 16                                                     | 1.94                     | 3.13                      | 30                                                     | 1.97                     | 3.20                      | 18                                              | .89                      | 2.83                      |
| Boys                                                               | 20                                                     | 2.05                     | 3.00                      | 20                                                     | 1.90                     | 3.05                      | 16                                              | 1.25                     | 2.81                      |
| Girls                                                              | 13                                                     | 2.69                     | 3.92                      | 21                                                     | 2.14                     | 3.29                      | 16                                              | 1.19                     | 3.13                      |
| Vietnamese                                                         | 25                                                     | 2.44                     | 3.32                      | 31                                                     | 2.03                     | 3.16                      | 21                                              | 1.62*                    | 3.29                      |
| Laotian                                                            | 3                                                      | 3.3                      | 4.67                      | 8                                                      | 1.75                     | 3.00                      | 9                                               | .44*                     | 2.44                      |
| Kampuchean                                                         | 5                                                      | 1.00                     | 2.80                      | 2                                                      | 3.00                     | 4.00                      | 2                                               | .508                     | 2.00                      |
| Father's occupation                                                |                                                        |                          |                           |                                                        |                          |                           |                                                 |                          |                           |
| - Unskilled                                                        | 13                                                     | 2.15                     | 3.31                      | 21                                                     | 1.86                     | 2.86                      | 12                                              | .75                      | 2.75                      |
| - Skilled, clerical,<br>self-employed,<br>professional             | 19                                                     | 2.42                     | 3.37                      | 19                                                     | 2.16                     | 3.47                      | 19                                              | 1.42                     | 3.00                      |
| Total years of<br>schooling in country<br>of origin                |                                                        |                          |                           |                                                        |                          |                           |                                                 |                          |                           |
| 1-2 years                                                          | 5                                                      | 1.40                     | 3.60                      |                                                        |                          |                           |                                                 |                          |                           |
| 3-4 years                                                          | 2                                                      | 2.50                     | 3.00                      | 7                                                      | 1.71                     | 3.43                      | 4                                               | .50                      | 1.75                      |
| 5 years                                                            | 6                                                      | 2.83                     | 3.33                      | 6                                                      | 1.50                     | 2.50                      | 4                                               | 1.25                     | 2.50                      |
| 6 years                                                            | 6                                                      | 2.17                     | 3.00                      | 8                                                      | 1.88                     | 3.00                      | 5                                               | 2.20                     | 3.60                      |
| 7 years                                                            | 6                                                      | 2.83                     | 3.33                      | 8                                                      | 2.38                     | 3.38                      | 6                                               | 1.67                     | 3.50                      |
| 8 years                                                            | 4                                                      | 3.00                     | 4.50                      | 4                                                      | 3.50                     | 4.25                      |                                                 |                          |                           |
| 9 years or more                                                    |                                                        |                          |                           | 3                                                      | 2.67                     | 4.67                      |                                                 |                          |                           |
| Previous English<br>study                                          |                                                        |                          |                           |                                                        |                          |                           |                                                 |                          |                           |
| None                                                               | 8                                                      | 1.25                     | 2.38                      | 9                                                      | 1.00                     | 2.22                      | 13                                              | 1.08                     | 2.62                      |
| Less than 3 mths                                                   | 6                                                      | 2.67                     | 3.50                      | 5                                                      | 2.20                     | 2.80                      | -                                               | -                        | -                         |
| 3 to 6 mths                                                        | 5                                                      | 2.60                     | 3.40                      | 2                                                      | 3.50                     | 3.00                      | 3                                               | 2.67                     | 4.13                      |
| 1 to 2 years                                                       |                                                        |                          |                           | 3                                                      | 3.33                     | 4.00                      |                                                 |                          |                           |
| <u>Significance of<br/>differences in rates<br/>of improvement</u> |                                                        |                          |                           |                                                        |                          |                           |                                                 |                          |                           |
|                                                                    |                                                        | (p)                      |                           |                                                        | (p)                      |                           |                                                 | (p)                      |                           |
|                                                                    | <u>Week 14</u>                                         | <u>Week 14*</u>          |                           | <u>Week 20</u>                                         | <u>Week 20*</u>          |                           | <u>Week 26</u>                                  |                          |                           |
|                                                                    | <u>group</u>                                           | <u>group<sup>2</sup></u> |                           | <u>group</u>                                           | <u>group<sup>3</sup></u> |                           | <u>group</u>                                    |                          |                           |
| Cities                                                             | .38                                                    | .13                      |                           | .32                                                    | .48                      |                           | .31                                             |                          |                           |
| Sex                                                                | .32                                                    | .03                      |                           | .98                                                    | .94                      |                           | .39                                             |                          |                           |
| Country of origin                                                  | .04                                                    | .51                      |                           | .92                                                    | .30                      |                           | .77                                             |                          |                           |
| Father's occupation                                                | .47                                                    | .90                      |                           | .29                                                    | .76                      |                           | .37                                             |                          |                           |
| Years of schooling                                                 | .00                                                    | .04                      |                           | .14                                                    | .66                      |                           | .79                                             |                          |                           |
| Previous English<br>study                                          | .67                                                    | .55                      |                           | .13                                                    | .34                      |                           | .88                                             |                          |                           |

1. Within each set of comparisons, means indicated by an \* are significantly greater at the .05 level than means indicated by a #.
2. Week 14 results for students staying 14 weeks or longer.
3. Week 20 results for students staying 20 weeks or longer.

Appendix Table 15.7 Percentage of primary level refugee students scoring at or above Year 2 level on dictation tests at time of entry to and on completion of 14 and 20 weeks in contingency program for contrasted categories of background factors<sup>1</sup>

|                                                       | <u>Week 14 results for</u><br><u>students staying 14</u><br><u>weeks or longer</u> |                         |                          | <u>Week 20 results for</u><br><u>students staying 20</u><br><u>weeks or longer</u> |                         |                          |
|-------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------|--------------------------|------------------------------------------------------------------------------------|-------------------------|--------------------------|
|                                                       | <u>N</u>                                                                           | <u>Dict</u><br><u>2</u> | <u>Dict</u><br><u>14</u> | <u>N</u>                                                                           | <u>Dict</u><br><u>2</u> | <u>Dict</u><br><u>20</u> |
| Sydney                                                | 40                                                                                 | 13%                     | 50%                      | 16                                                                                 | 6%                      | 69%                      |
| Melbourne                                             | 55                                                                                 | 24%                     | 53%                      | 45                                                                                 | 18%                     | 56%                      |
| Boys                                                  | 49                                                                                 | 18%                     | 49%                      | 32                                                                                 | 16%                     | 56%                      |
| Girls                                                 | 46                                                                                 | 20%                     | 54%                      | 29                                                                                 | 14%                     | 62%                      |
| Vietnamese                                            | 83                                                                                 | 21%                     | 57%*                     | 54                                                                                 | 15%                     | 63%                      |
| Laotian                                               | 7                                                                                  | 0%                      | 14%                      | 5                                                                                  | 0%                      | 20%                      |
| Kampuchean                                            | 5                                                                                  | 20%                     | 20%                      | 2                                                                                  | 50%                     | 50%                      |
| Father's occupation                                   |                                                                                    |                         |                          |                                                                                    |                         |                          |
| -Unskilled                                            | 49                                                                                 | 14%                     | 51%                      | 29                                                                                 | 10%                     | 62%                      |
| -Skilled, clerical,<br>self-employed,<br>professional | 45                                                                                 | 24%                     | 53%                      | 31                                                                                 | 19%                     | 58%                      |
| Total years of<br>schooling in country<br>of origin   |                                                                                    |                         |                          |                                                                                    |                         |                          |
| 0 years                                               | 7                                                                                  | 0%                      | 0%                       | -                                                                                  | -                       | -                        |
| 1-2 years                                             | 28                                                                                 | 7%                      | 36%                      | 21                                                                                 | 5%                      | 48%                      |
| 3-4 years                                             | 36                                                                                 | 22%                     | 61%*                     | 24                                                                                 | 17%                     | 67%                      |
| 5 years                                               | 10                                                                                 | 30%                     | 70%*                     | 4                                                                                  | 25%                     | 75%                      |
| 6 years                                               | 7                                                                                  | 57%                     | 100%*                    | 3                                                                                  | 67%*                    | 100%                     |
| Previous English<br>study                             |                                                                                    |                         |                          |                                                                                    |                         |                          |
| None                                                  | 56                                                                                 | 4%                      | 38%                      | 36                                                                                 | 3%                      | 53%                      |
| Less than 3 mths                                      | 3                                                                                  | 33%*                    | 33%                      | 3                                                                                  | 0%                      | 33%                      |
| 3 to 6 mths                                           | 5                                                                                  | 40%*                    | 60%                      | 3                                                                                  | 0%                      | 67%                      |
| 1 to 2 years                                          | 5                                                                                  | 60%*                    | 100%*                    | 3                                                                                  | 100%*                   | 100%*                    |

<sup>1</sup> Within each set of comparisons, percentages indicated by an \* are significantly greater at the .05 level than percentages indicated by a #.

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**Appendix Table 15.8** Mean derived dictation grades of primary level refugee students at time of entry to and exit from contingency program for contrasted categories of background factors

|                                                            | <u>Week 14 group</u><br>(14 to 19 weeks<br>in program) |                                   |             | <u>Week 20 group</u><br>(20 to 25 weeks<br>in program) |                                   |             | <u>Week 26 group</u><br>(26 weeks in<br>program) |             |             |
|------------------------------------------------------------|--------------------------------------------------------|-----------------------------------|-------------|--------------------------------------------------------|-----------------------------------|-------------|--------------------------------------------------|-------------|-------------|
|                                                            | <u>N</u>                                               | <u>Dict</u>                       | <u>Dict</u> | <u>N</u>                                               | <u>Dict</u>                       | <u>Dict</u> | <u>N</u>                                         | <u>Dict</u> | <u>Dict</u> |
|                                                            |                                                        | <u>2</u>                          | <u>14</u>   |                                                        | <u>2</u>                          | <u>20</u>   |                                                  | <u>2</u>    | <u>26</u>   |
| Sydney                                                     | 24                                                     | 1.00                              | 2.38        | 6                                                      | .50                               | 2.17        | 10                                               | 1.60        | 2.90        |
| Melbourne                                                  | 15                                                     | 1.47                              | 2.67        | 33                                                     | .76                               | 2.64        | 13                                               | 1.31        | 3.00        |
| Boys                                                       | 21                                                     | 1.05                              | 2.43        | 23                                                     | .83                               | 2.48        | 8                                                | 1.38        | 3.25        |
| Girls                                                      | 18                                                     | 1.33                              | 2.56        | 16                                                     | .56                               | 2.69        | 15                                               | 1.47        | 2.80        |
| Vietnamese                                                 | 34                                                     | 1.35                              | 2.68        | 35                                                     | .71                               | 2.60        | 21                                               | 1.48        | 3.05        |
| Laotian                                                    | -                                                      | -                                 | -           | 2                                                      | 0.00                              | 1.50        | 2                                                | 1.00        | 2.00        |
| Kampuchean                                                 | 4                                                      | 0.00                              | 1.00        | 2                                                      | 1.50                              | 3.00        | -                                                | "           | -           |
| Father's occupation                                        |                                                        |                                   |             |                                                        |                                   |             |                                                  |             |             |
| - Unskilled                                                | 23                                                     | .96                               | 2.35        | 17                                                     | .76                               | 2.76        | 11                                               | 1.27        | 2.64        |
| - Skilled, clerical, self employed, professional           | 16                                                     | 1.50                              | 2.69        | 21                                                     | .71                               | 2.48        | 12                                               | 1.58        | 3.25        |
| Total years of schooling in country of origin              |                                                        |                                   |             |                                                        |                                   |             |                                                  |             |             |
| 0 years                                                    | 6                                                      | 0.00                              | 1.33        | -                                                      | -                                 | -           | -                                                | -           | -           |
| 1-2 years                                                  | 10                                                     | 1.30                              | 2.50        | 13                                                     | .15                               | 2.08        | 8                                                | 1.13        | 2.63        |
| 3-4 years                                                  | 15                                                     | 1.47                              | 2.80        | 14                                                     | .93                               | 2.93        | 11                                               | 1.27        | 3.00        |
| 5 years                                                    | 5                                                      | 1.60                              | 2.60        | 2                                                      | 1.00                              | 1.50        | 2                                                | 2.50        | 4.00        |
| 6 years                                                    | 3                                                      | 1.00                              | 3.00        | 3                                                      | 2.00                              | 3.67        | -                                                | -           | -           |
| Previous English study                                     |                                                        |                                   |             |                                                        |                                   |             |                                                  |             |             |
| None                                                       | 24                                                     | .83                               | 2.13        | 23                                                     | .30                               | 2.17        | 12                                               | 1.08        | 2.67        |
| Less than 3 mths                                           | -                                                      | -                                 | -           | 3                                                      | 0.00                              | 2.33        | -                                                | -           | -           |
| 3 to 6 mths                                                | -                                                      | -                                 | -           | 2                                                      | 1.00                              | 2.50        | 2                                                | 2.50        | 3.50        |
| 1 to 2 years                                               | 2                                                      | 0.00                              | 3.00        | 2                                                      | 3.00                              | 4.00        |                                                  |             |             |
| <u>Significance of differences in rates or improvement</u> |                                                        |                                   |             |                                                        |                                   |             |                                                  |             |             |
|                                                            |                                                        | (p)                               |             |                                                        | (p)                               |             |                                                  | (p)         |             |
|                                                            | <u>Week 14 group</u>                                   | <u>Week 14+ group<sup>1</sup></u> |             | <u>Week 20 group</u>                                   | <u>Week 20+ group<sup>2</sup></u> |             | <u>Week 26 group</u>                             |             |             |
| Cities                                                     | .63                                                    | .75                               |             | .60                                                    | .61                               |             | .38                                              |             |             |
| Sex                                                        | .65                                                    | .62                               |             | .11                                                    | .37                               |             | .24                                              |             |             |
| Country of origin                                          | .70                                                    | .78                               |             | .73                                                    | .35                               |             | .47                                              |             |             |
| Father's occupation                                        | .57                                                    | .57                               |             | .43                                                    | .43                               |             | .50                                              |             |             |
| Years of schooling                                         | .80                                                    | .76                               |             | .29                                                    | .08                               |             | .119                                             |             |             |
| Previous English study                                     | .04                                                    | .20                               |             | .39                                                    | .19                               |             | .44                                              |             |             |

1. Week 14 results for students staying 14 weeks or longer
2. Week 20 results for students staying 20 weeks or longer

Appendix Table 15.9 Percentage of secondary level refugee students scoring at or above Year 3 level on dictation test at time of entry to, and on completion of 14 and 20 weeks in contingency program for contrasted categories of background factors<sup>1</sup>

|                                                  | <u>Week 14 results for students staying 14 weeks or longer</u> |                         |                          | <u>Week 20 results for students staying 20 weeks or longer</u> |                         |                          |
|--------------------------------------------------|----------------------------------------------------------------|-------------------------|--------------------------|----------------------------------------------------------------|-------------------------|--------------------------|
|                                                  | <u>N</u>                                                       | <u>Dict</u><br><u>2</u> | <u>Dict</u><br><u>14</u> | <u>N</u>                                                       | <u>Dict</u><br><u>2</u> | <u>Dict</u><br><u>20</u> |
| Sydney                                           | 44                                                             | 32%                     | 46%                      | 23                                                             | 30%                     | 61%*                     |
| Melbourne                                        | 59                                                             | 27%                     | 37%                      | 53                                                             | 23%                     | 34%                      |
| Boys                                             | 56                                                             | 23%                     | 30%                      | 38                                                             | 21%                     | 32%                      |
| Girls                                            | 47                                                             | 36%                     | 53%*                     | 38                                                             | 29%                     | 53%                      |
| Vietnamese                                       | 75                                                             | 29%                     | 45%                      | 55                                                             | 27%                     | 47%                      |
| Laotian                                          | 20                                                             | 30%                     | 30%                      | 17                                                             | 18%                     | 24%                      |
| Kampuchean                                       | 8                                                              | 25%                     | 25%                      | 4                                                              | 25%                     | 50%                      |
| Father's occupation                              |                                                                |                         |                          |                                                                |                         |                          |
| - Unskilled                                      | 40                                                             | 22%                     | 33%                      | 32                                                             | 16%                     | 41%                      |
| - Skilled, clerical, self-employed, professional | 60                                                             | 33%                     | 47%                      | 42                                                             | 31%                     | 58%                      |
| Total years of schooling in country of origin    |                                                                |                         |                          |                                                                |                         |                          |
| 0 years                                          | 3                                                              | 0%                      | 0%                       | 2                                                              | 0%                      | 0%                       |
| 1-2 years                                        | 6                                                              | 33%                     | 33%                      | 2                                                              | 0%                      | 0%                       |
| 3-4 years                                        | 16                                                             | 19%                     | 25%                      | 12                                                             | 17%                     | 42%                      |
| 5 years                                          | 18                                                             | 22%                     | 28%                      | 12                                                             | 8%                      | 42%                      |
| 6 years                                          | 19                                                             | 26%                     | 42%                      | 13                                                             | 31%                     | 46%                      |
| 7 years                                          | 16                                                             | 31%                     | 50%                      | 14                                                             | 29%                     | 43%                      |
| 8 years                                          | 9                                                              | 56%                     | 78%                      | 6                                                              | 50%                     | 67%                      |
| 9 years or more                                  | 3                                                              | 100%*                   | 100%*                    | 3                                                              | 100%                    | 100%                     |
| Previous English study                           |                                                                |                         |                          |                                                                |                         |                          |
| None                                             | 27                                                             | 4%                      | 11%                      | 21                                                             | 5%                      | 24%                      |
| Less than 3 mths                                 | 13                                                             | 15%                     | 39%*                     | 5                                                              | 0%                      | 60%                      |
| 3 to 6 months                                    | 9                                                              | 56%*                    | 67%*                     | 6                                                              | 50%                     | 83%*                     |
| 1 to 2 years                                     | 5                                                              | 80%*                    | 60%*                     | 4                                                              | 75%*                    | 75%                      |
| More than 2 years                                | 2                                                              | 100%*                   | 100%*                    | -                                                              | -                       | -                        |

1. Within each set of comparisons, percentages indicated by an \* are significantly greater at the .05 level than percentages indicated by a \*

Appendix Table 13.10 Mean derived dictation grades of secondary level  
refugee students at time of entry to and exit from  
contingency program, for contrasted categories of  
background factors

|                                                                                | <u>Week 14 group</u><br>(14 to 19 weeks<br>in program) |                         |                          | <u>Week 20 group</u><br>(20 to 25 weeks<br>in program) |                         |                          | <u>Week 26 group</u><br>(26 weeks in<br>program) |                         |                          |
|--------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------|--------------------------|--------------------------------------------------------|-------------------------|--------------------------|--------------------------------------------------|-------------------------|--------------------------|
|                                                                                | <u>N</u>                                               | <u>Dict</u><br><u>2</u> | <u>Dict</u><br><u>14</u> | <u>N</u>                                               | <u>Dict</u><br><u>2</u> | <u>Dict</u><br><u>20</u> | <u>N</u>                                         | <u>Dict</u><br><u>2</u> | <u>Dict</u><br><u>26</u> |
| Sydney                                                                         | 17                                                     | 3.53                    | 3.88                     | 10                                                     | 2.50                    | 4.20                     | 13                                               | 2.85                    | 3.54                     |
| Melbourne                                                                      | 15                                                     | 2.00                    | 3.67                     | 32                                                     | 3.00                    | 3.81                     | 18                                               | 2.56                    | 3.89                     |
| Boys                                                                           | 19                                                     | 2.84                    | 3.58                     | 21                                                     | 2.71                    | 3.62                     | 16                                               | 2.75                    | 3.81                     |
| Girls                                                                          | 13                                                     | 3.69                    | 4.08                     | 21                                                     | 3.05                    | 4.19                     | 15                                               | 2.60                    | 3.67                     |
| Vietnamese                                                                     | 25                                                     | 3.04                    | 3.68                     | 32                                                     | 3.00                    | 3.94                     | 21                                               | 2.90                    | 4.00                     |
| Laotian                                                                        | 3                                                      | 4.67                    | 5.00                     | 8                                                      | 2.13                    | 3.63                     | 8                                                | 2.25                    | 3.25                     |
| Kampuchean                                                                     | 4                                                      | 3.00                    | 3.50                     | 2                                                      | 4.00                    | 4.50                     | 2                                                | 2.00                    | 3.00                     |
| Father's occupation                                                            |                                                        |                         |                          |                                                        |                         |                          |                                                  |                         |                          |
| - Unskilled                                                                    | 12                                                     | 3.00                    | 3.67                     | 21                                                     | 2.67                    | 3.76                     | 11                                               | 2.64                    | 3.27                     |
| - Skilled, clerical,<br>self-employed,<br>professional                         | 19                                                     | 3.32                    | 3.89                     | 20                                                     | 3.10                    | 4.10                     | 19                                               | 2.58                    | 3.95                     |
| Total years of schooling<br>in country of origin                               |                                                        |                         |                          |                                                        |                         |                          |                                                  |                         |                          |
| 0 years                                                                        | -                                                      | -                       | -                        | -                                                      | -                       | -                        | -                                                | -                       | -                        |
| 1-2 years                                                                      | 5                                                      | 3.20                    | 3.80                     | -                                                      | -                       | -                        | 2                                                | 1.00                    | 3.00                     |
| 3-4 years                                                                      | 2                                                      | 3.50                    | 4.00                     | 7                                                      | 2.71                    | 3.86                     | 4                                                | 2.50                    | 3.00                     |
| 5 years                                                                        | 7                                                      | 3.00                    | 3.57                     | 6                                                      | 3.00                    | 3.50                     | 4                                                | 3.00                    | 3.00                     |
| 6 years                                                                        | 6                                                      | 3.00                    | 3.50                     | 9                                                      | 2.56                    | 3.78                     | 5                                                | 3.60                    | 4.00                     |
| 7 years                                                                        | 6                                                      | 3.00                    | 3.67                     | 8                                                      | 3.13                    | 3.75                     | 6                                                | 2.83                    | 4.00                     |
| 8 years                                                                        | 3                                                      | 4.33                    | 4.33                     | 5                                                      | 3.20                    | 4.60                     | -                                                | -                       | -                        |
| 9 years or more                                                                | -                                                      | -                       | -                        | 4                                                      | 4.67                    | 5.00                     | -                                                | -                       | -                        |
| Previous English<br>study                                                      |                                                        |                         |                          |                                                        |                         |                          |                                                  |                         |                          |
| None                                                                           | 7                                                      | 2.43                    | 3.00                     | 8                                                      | 1.50                    | 3.38                     | 12                                               | 2.00                    | 3.17                     |
| Less than 3 mths                                                               | 6                                                      | 3.33                    | 3.83                     | 5                                                      | 2.20                    | 3.80                     | -                                                | -                       | -                        |
| 3 to 6 mths                                                                    | 5                                                      | 3.00                    | 3.80                     | 3                                                      | 3.00                    | 4.33                     | 3                                                | 4.00                    | 4.33                     |
| 1 to 2 years                                                                   | -                                                      | -                       | -                        | 3                                                      | 4.00                    | 4.33                     | -                                                | -                       | -                        |
| <u>Significance of</u><br><u>differences in rates</u><br><u>of improvement</u> |                                                        | (p)                     |                          |                                                        | (p)                     |                          |                                                  | (p)                     |                          |
| Cities                                                                         |                                                        | .11                     |                          |                                                        | .03                     |                          |                                                  | .04                     |                          |
| Sex                                                                            |                                                        | .29                     |                          |                                                        | .50                     |                          |                                                  | .99                     |                          |
| Country of origin                                                              |                                                        | .85                     |                          |                                                        | .38                     |                          |                                                  | .97                     |                          |
| Father's occupation                                                            |                                                        | .80                     |                          |                                                        | .79                     |                          |                                                  | .03                     |                          |
| Years of schooling                                                             |                                                        | .95                     |                          |                                                        | .48                     |                          |                                                  | .02                     |                          |
| Previous English study                                                         |                                                        | .49                     |                          |                                                        | .25                     |                          |                                                  | .17                     |                          |

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## APPENDIX 16

### STUDENT QUESTIONNAIRE

(These questions were translated into Vietnamese, Chinese and Laotian for students to read during their interviews with interpreters.)

#### I. Primary Level (Questions applied at Week 8 and Week 20)

##### A. During School Hours

1. What do you like best at this school/centre?<sup>1</sup>
2. What do you like least at this school/centre?
3. What games did you play before you came to Australia?
4. What games do you play at this school/centre?
5. Do you like these games
  - i. better than those you played before you came to Australia?
  - ii. the same as those you played before you came to Australia?
  - iii. less than those you played before you came to Australia?
6. Do you have many friends to play with at this school/centre?
  - i. none
  - ii. one
  - iii. a few
  - iv. many
7. Did you have many friends to play with at your school before you came to Australia?<sup>2</sup>
  - i. none
  - ii. one
  - iii. a few
  - iv. many
8. How happy are you at this school/centre?
  - i. very happy
  - ii. happy
  - iii. not very happy
  - iv. unhappy
  - v. very unhappy
9. How do you like your teacher?
  - i. I like my teacher very much
  - ii. I like my teacher a little
  - iii. I don't like my teacher much
  - iv. I don't like my teacher at all
10. How much homework do you think you should do?
  - i. more than now
  - ii. the same as now
  - iii. less than now

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#### Notes:

1. Select appropriate term for each State: N.S.W.-school, Vic.-centre.
2. Omit if the child has had one or less than one year's schooling or if he/she discontinued school before 1979.



11. How much longer would you like to stay in your English class before you go to an ordinary school class?
- less than 3 months
  - 3 months
  - 6 months
  - 1 year
  - more than 1 year

B. After School Hours

12. What do you usually do after school hours?  
(Choose up to 3 activities)
- watch TV
  - read
  - visit friends
  - have friends visit your home
  - go to see movies
  - play sport
  - homework
  - listen to music
  - play pinball machines
  - other things (write what they are)
13. How often do you go out with your family?
- never
  - once a month
  - once a week
  - more than once a week
14. When you go out, where do you like to go best?
15. Do you like living in Australia?
- yes
  - no
  - uncertain
16. Do you think your parents are happy in Australia?
- yes, I think so
  - no, I don't think so
  - I don't know
17. How many school excursions have you been on?
- none
  - one
  - a few
  - many

II. Primary Level (Additional questions applied at Week 20 only)

C. English Language

18. (NSW only) At school, how often do you talk in English with children who speak English very well?
- never
  - once a month
  - once a week
  - more than once a week
  - everyday



19. How often do you talk with people in English outside school hours?
- never
  - once a month
  - once a week
  - more than once a week
  - everyday
20. Do you think that one day you will speak English as well as children who were born in Australia?
- yes
  - no
  - uncertain
21. Which is most difficult for you in English?
- reading
  - writing
  - speaking
  - understanding speech
22. What are the main differences for you between school in your country before you came to Australia and school in Australia?

III. Secondary Level (Questions applied at Week 8 and Week 20)

A. During School Hours

1. How many friends do you have at this school/centre?
- none
  - one
  - a few
  - many
2. How many friends did you have in your school before you came to Australia?
- none
  - one
  - a few
  - many
  - don't know
  - not applicable
3. What sport(s) did you play before you came to Australia?
4. What sport(s) do you play at this school/centre?
5. Do you like these sports
- better than those you played before you came to Australia?
  - the same as those you played before you came to Australia?
  - less than those you played before you came to Australia?
6. What do you like best at this school/centre?
7. What do you like least at this school/centre?
8. How happy are you at this school/centre?
- very happy
  - happy
  - not very happy
  - unhappy
  - very unhappy

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9. How satisfied are you with your English teacher?  
i. very satisfied  
ii. satisfied  
iii. not very satisfied  
iv. unsatisfied
10. How much homework do you think you should have?  
i. more than now  
ii. less than now  
iii. the same as now
11. How much longer would you like to stay in your English class before you go to any ordinary school class?  
i. less than 3 months  
ii. 3 months  
iii. 6 months  
iv. 1 year  
v. more than 1 year

B. After School Hours

12. What do you usually do after school hours?  
(Choose up to 3 activities)  
i. watch TV  
ii. read  
iii. visit friends and have friends visit your home  
iv. go to a movie  
v. play sport  
vi. homework  
vii. listen to music  
viii. play pinball machines  
ix. other things (please write what they are).
13. How often do you go out with your friends?  
i. never  
ii. once a month  
iii. once a week  
iv. more than once a week
14. How often do you go out with your family?  
i. never  
ii. once a month  
iii. once a week  
iv. more than once a week
15. When you go out, where do you like to go best?
16. How often did you go out with friends before you came to Australia?  
i. more often than now  
ii. the same as now  
iii. less often than now
17. Do you like living in Australia?  
i. yes  
ii. no  
iii. I am uncertain

18. Do you think your parents are happy in Australia?  
i. yes  
ii. no  
iii. I am uncertain  
iv. my parents are not in Australia
19. How many school excursions have you been on?  
i. none  
ii. one  
iii. a few  
iv. many

IV. Secondary Level (Additional questions applied at Week 20 only)

C. English Language

20. (NSW only) At school, how often do you talk in English with children who speak English very well?  
i. never  
ii. once a month  
iii. once a week  
iv. more than once a week  
v. everyday
21. How often do you talk with people in English outside school hours?  
i. never  
ii. once a month  
iii. once a week  
iv. nearly every day  
v. everyday
22. Do you think that one day you will be able to use English as well as children who were born in Australia?  
i. yes  
ii. no  
iii. uncertain
23. Which is most difficult for you in English?  
i. reading  
ii. writing  
iii. speaking  
iv. understanding speech  
v. all aspects of English are equally difficult
24. What has been your rate of progress in learning English since you came to Australia?  
i. quite fast  
ii. average  
iii. quite slow
25. How much class time do you think you should spend on learning to read and write English?  
i. more than now  
ii. the same as now  
iii. less than now

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26. How much class time do you think you should spend on learning to speak and understand spoken English?
- i. more than now
  - ii. the same as now
  - iii. less than now
27. How many years do you expect to spend in high school in Australia?
- i. 1 year
  - ii. 2 or 3 years
  - iii. 4 or more years
28. What do you hope to do when you finish high school?
29. What are the main differences for you between school in your country before you came to Australia and school in Australia?

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APPENDIX 17

ADJUSTMENT APPRAISEMENT QUESTIONNAIRE

(Teacher questionnaire on student adjustment)

Note to teachers

You will be asked to complete this questionnaire on two occasions for this child: Once, when the child has been in your school/centre for 8 weeks and again after he/she has been there for 20 weeks.

The questionnaire is intended to elicit information on the children's adjustment to life and study in Australia. Information obtained from the questionnaire will be pooled with information from other sources to help establish a clearer picture of the processes of adjustment children go through during their first six months in Australia. The questionnaire has been developed for use in both N.S.W. and Victoria and consequently some questions may not be wholly appropriate to your situation. Where you feel the phrasing of a question is not appropriate for your school/centre, please feel free to annotate the question in the space below it. It would be appreciated, however, if you could also mark the answer which most closely approximates your view in each case. There is, in addition, space on this page of the questionnaire for any additional comments you may have.

Thank you for your time and trouble in completing the questionnaire.

N.B. When this questionnaire was completed by teachers of mainstream classes to which refugee students had moved, two of the questions were amended, as follows:

9. Does the child use English to participate in classroom activities?
17. How adequate is this child's English for participation in the normal school system?

Child's Name: \_\_\_\_\_

Please answer the following questions by placing a cross in the appropriate square ☒. Mark only one square for each question, except questions 11 and 12 where more than one answer can be selected.

A. In the Classroom

1. How familiar is the child with class routine?

- i. very familiar
- ii. familiar
- iii. unfamiliar
- iv. I am uncertain

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

2. How willingly does he/she participate in class activities?

- i. very willingly
- ii. willingly
- iii. unwillingly
- iv. doesn't participate
- v. I am uncertain

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

3. Does he/she co-operate with peers in class?

- i. always
- ii. usually
- iii. occasionally
- iv. never
- v. I am uncertain

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

4. Does he/she initiate communication with peers in class? (in any language )

- i. often
- ii. sometimes
- iii. occasionally
- iv. never
- v. I am uncertain

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| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

5. Does he/she initiate communication with teachers and/or aides in class? (in any language )

- i. often
- ii. sometimes
- iii. occasionally
- iv. never
- v. I am uncertain

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

6. Does he/she appear happy in class?

- i. always
- ii. usually
- iii. occasionally
- iv. never
- v. I am uncertain

|                          |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

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7. Is his/her behaviour generally acceptable in class?

- i. always
- ii. usually
- iii. occasionally
- iv. never
- v. I am uncertain

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8. Please specify any areas in which the child's behaviour is noticeably different from that of the rest of the class.

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|  |
|  |

9. Does the child interact with English-speaking children from outside the intensive language classes?

- i. often
- ii. sometimes
- iii. occasionally
- iv. never
- v. I am uncertain
- vi. not applicable

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B. General School Performance

10. Please comment briefly on the child's level of attainment in any or all of the following areas:

- a) mathematics \_\_\_\_\_
- b) social sciences \_\_\_\_\_
- c) physical sciences (secondary students only) \_\_\_\_\_
- d) language skills \_\_\_\_\_
- e) creative arts \_\_\_\_\_
- f) sports and P.E. \_\_\_\_\_

I am unable  
to comment.

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C. Language Development

11. Please indicate which of the following descriptions best fits the child's experience of English on enrolment at your centre/school. (mark more than one square if appropriate).

- i. no previous exposure to English
- ii. limited formal study of written English
- iii. extensive formal study of written English
- iv. limited formal study of oral English
- v. extensive formal study of oral English
- vi. limited informal study of oral English
- vii. extensive informal study of oral English
- viii. I am uncertain

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|  |

12. In terms of the rest of the class, what is the child's rate of progress in learning to speak English?

- i. faster than average
- ii. average
- iii. slower than average

|  |
|--|
|  |
|  |
|  |

13. In terms of the rest of the class what is the child's rate of progress in learning to read English?

- i. faster than average
- ii. average
- iii. slower than average

|  |
|--|
|  |
|  |
|  |

14. In terms of the rest of the class, what is the child's rate of progress in learning to write English?

- i. faster than average
- ii. average
- iii. slower than average

|  |
|--|
|  |
|  |
|  |

15. At the school/centre, how often does the child participate in oral communication in English?

- i. often
- ii. occasionally
- iii. never
- iv. I am uncertain

|  |
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|  |
|  |
|  |
|  |

16. How often does the child have an opportunity to use English in informal situations with English-speaking children?

- i. often
- ii. occasionally
- iii. never
- iv. I am uncertain

|  |
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- i. very adequate
- ii. adequate
- iii. barely adequate
- iv. quite inadequate

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- This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

THE UNIVERSITY OF SYDNEY

DEPARTMENT OF EDUCATION

EVALUATION OF CONTINGENCY PROGRAM  
FOR REFUGEE CHILDREN

QUESTIONNAIRE TO SCHOOL PRINCIPALS  
AND TEACHERS-IN-CHARGE OF  
CONTINGENCY PROGRAM CENTRES

NOVEMBER 1980

360

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APPENDIX 18  
QUESTIONNAIRE TO SCHOOL PRINCIPALS AND TEACHERS-IN-CHARGE OF CONTINGENCY  
PROGRAM CENTRES



The University of Sydney  
DEPARTMENT OF EDUCATION  
N.S.W. 2006

IN REPLY  
PLEASE QUOTE:

TELEPHONE: 692 1122

DX 1154

The Principal/Teacher-in-Charge

Dear Sir/Madam,

The Department of Education within the University of Sydney is carrying out an evaluation of the Contingency Program for Refugee Children, at the request of the Commonwealth Department of Education. As part of this evaluation, information is being sought on the curricula, teaching methods and resources being used in schools or centres with Indo-Chinese refugee children, and on the educational background and opinions of teachers and principals involved in the program. This information will be important in assessing how the program operates in practice, and in evaluating its strengths and weaknesses.

We seek your cooperation in completing this questionnaire and thus contributing essential data for the study. The responses of individual principals and teachers will be confidential to the researchers at the University. Anonymity of responses will be preserved in the presentation of data in the final report on the study.

Most of the questions can be answered by ticking the appropriate response. If you wish to qualify an answer, please make a note in the margin. You are requested to return your completed questionnaire in the enclosed stamped addressed envelope by 24 November 1980.

Thank you for your help.

D. Spearritt  
Professor of Education

10th November 1980.

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A. SCHOOL/CENTRE ENROLMENTS

1. Name of school/centre \_\_\_\_\_
2. What is the total current enrolment of full-time students in your school/centre?  
South-East Asian students in contingency program \_\_\_\_\_  
Other refugee students in contingency program \_\_\_\_\_  
All other students \_\_\_\_\_
3. Which of the following categories of student do you have in your school/centre?  
Infants \_\_\_\_\_  
Primary \_\_\_\_\_  
Secondary \_\_\_\_\_

4. How many class-groups do you have in your school/centre at the present time?

|           | <u>Total number<br/>of class-groups</u> | <u>Number of class-groups consisting<br/>entirely of contingency program<br/>refugee children</u> |
|-----------|-----------------------------------------|---------------------------------------------------------------------------------------------------|
| Infants   | _____                                   | _____                                                                                             |
| Primary   | _____                                   | _____                                                                                             |
| Secondary | _____                                   | _____                                                                                             |

5. What are the numbers of contingency program refugee children in your school/centre at the present time?

|           | <u>In intensive English classes<br/>consisting only of<br/>contingency program refugee<br/>children</u> | <u>In other classes</u> |
|-----------|---------------------------------------------------------------------------------------------------------|-------------------------|
| Infants   | _____                                                                                                   | _____                   |
| Primary   | _____                                                                                                   | _____                   |
| Secondary | _____                                                                                                   | _____                   |

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**B. ADMINISTRATION**

(It is appreciated that much of the administration associated with the contingency program occurs outside the school/centre. The following questions are designed to collect information about administrative activities within the school/centre)

6. Are your administrative responsibilities for contingency program classes carried out

(i) directly by yourself with each class teacher \_\_\_\_\_

or

(ii) largely through delegation of these responsibilities to a non-contingency-program teacher/staff member \_\_\_\_\_

or

(iii) largely through delegation of these responsibilities to a contingency program teacher/staff member \_\_\_\_\_

or

(iv) through some other arrangement?  
(Please specify) \_\_\_\_\_

7. Do you have the responsibility of finding staff to conduct the contingency program in your school?

|                            | <u>Yes</u> | <u>No</u> |
|----------------------------|------------|-----------|
| (i) Regular teaching staff | _____      | _____     |
| (ii) Relief teaching staff | _____      | _____     |
| (iii) Teacher aides        | _____      | _____     |
| (iv) Counsellors           | _____      | _____     |
| (v) Clerical assistants    | _____      | _____     |

8. Please estimate the number of hours per week you or a delegated member of your staff spend on administrative duties associated with the contingency program. \_\_\_\_\_ hours

9. (Questions 9 and 10 to be answered only by principals/teachers-in-charge whose responsibilities include non-contingency program classes)

(a) How many hours per week of administrative assistance do you receive specifically for the contingency program? \_\_\_\_\_

(b) Is this assistance adequate for the operation of the program in your school/centre? Yes \_\_\_\_\_ No \_\_\_\_\_

10. What is the extent of the involvement of your non-contingency program teachers in aspects of the instructional program followed in the contingency classes?

|                               | Major<br>involvement | Some<br>involvement | Minimal<br>involvement |
|-------------------------------|----------------------|---------------------|------------------------|
| Determination of or advice on |                      |                     |                        |
| (i) Curriculum                |                      |                     |                        |
| (ii) Teaching methods         |                      |                     |                        |
| (iii) Materials and resources |                      |                     |                        |

(Please tick only one column in each row)

C. ATTITUDES IN SCHOOL TOWARDS REFUGEE CHILDREN

Questions 11 to 15 to be answered only if school comprises separate intensive language class-groups as well as regular class-groups

11. How much interaction is there between
- |                                                                    | <u>Frequent</u> | <u>Some</u> | <u>Little or None</u> |
|--------------------------------------------------------------------|-----------------|-------------|-----------------------|
| (i) teachers of refugee classes and teachers of regular classes    | _____           | _____       | _____                 |
| (ii) students in refugee classes and teachers of regular classes   | _____           | _____       | _____                 |
| (iii) students in refugee classes and students in regular classes? | _____           | _____       | _____                 |
12. How would you describe the attitudes towards the refugee children held by
- |                                   | <u>Friendly/<br/>encouraging</u> | <u>Accepting</u> | <u>Neutral</u> | <u>Unaccepting/<br/>unfriendly</u> |
|-----------------------------------|----------------------------------|------------------|----------------|------------------------------------|
| (i) teachers of regular classes   | _____                            | _____            | _____          | _____                              |
| (ii) students in regular classes? | _____                            | _____            | _____          | _____                              |
13. Do most refugee children choose to play
- |                                                 |       |
|-------------------------------------------------|-------|
| (i) regularly with Australian-born children     | _____ |
| (ii) occasionally with Australian-born children | _____ |
| (iii) only among themselves?                    | _____ |
14. Have there been instances of conflict between children in the contingency program and those in the regular classes?
- Yes \_\_\_\_\_ No \_\_\_\_\_
- If Yes, please indicate the nature of these conflicts.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
15. What is the attitude of teachers of regular classes towards the continued transfer of children into their classes from the refugee class-groups?
- | <u>Favourable</u> | <u>Neutral</u> | <u>Unfavourable</u> |
|-------------------|----------------|---------------------|
| _____             | _____          | _____               |

D. PLACEMENT IN REGULAR CLASSES

16. When children are transferred from refugee class-groups to regular classes before completing the six month period in the contingency program, who makes the initial recommendation? (Tick more than one, if necessary).
- Principal . . . . . \_\_\_\_\_
- Teacher-in-charge of intensive language classes in the school/centre . . . . . \_\_\_\_\_
- Teacher of the relevant refugee class \_\_\_\_\_
- Teacher of the relevant regular class \_\_\_\_\_
- Other (please specify) \_\_\_\_\_



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18. What arrangements are made to settle children into regular schools and classes?

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19. Please comment on the general organization and operation of the contingency program from the point of view of a school principal or teacher-in-charge of a language reception centre? How successful is the present form of organization and operation? What are its major deficiencies? How could it be improved?

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APPENDIX 19

QUESTIONNAIRE TO TEACHERS OF CONTINGENCY PROGRAM CLASSES



The University of Sydney  
DEPARTMENT OF EDUCATION  
N.S.W. 2006

IN REPLY  
PLEASE QUOTE:

TELEPHONE: 692 1122.

DX 1154

Contingency Program Teacher

Dear Sir/Madam,

The Department of Education within the University of Sydney is carrying out an evaluation of the Contingency Program for Refugee Children, at the request of the Commonwealth Department of Education. As part of this evaluation, information is being sought on the curricula, teaching methods and resources being used in schools or centres with Indo-Chinese refugee children, and on the educational background and opinions of teachers and principals involved in the program. This information will be important in assessing how the program operates in practice, and in evaluating its strengths and weaknesses.

We seek your cooperation in completing this questionnaire and thus contributing essential data for the study. The responses of individual principals and teachers will be confidential to the researchers at the University. Anonymity of responses will be preserved in the presentation of data in the final report on the study.

Most of the questions can be answered by ticking the appropriate response. If you wish to qualify an answer, please make a note in the margin. You are requested to return your completed questionnaire in the enclosed stamped addressed envelope by 24 November 1980

Thank you for your help.

D. Spearritt  
Professor of Education

10 November 1980.

THE UNIVERSITY OF SYDNEY

DEPARTMENT OF EDUCATION

EVALUATION OF CONTINGENCY PROGRAM  
FOR REFUGEE CHILDREN

QUESTIONNAIRE TO TEACHERS OF  
CONTINGENCY PROGRAM CLASSES

NOVEMBER 1980

TEACHER QUESTIONNAIRE.

A. BACKGROUND INFORMATION

1. Name of present school/centre. \_\_\_\_\_
2. Sex of teacher. Female ☐ Male ☐
3. Age of teacher    23 years or younger .... ☐  
                          24 to 29 years ..... ☐  
                          30 to 39 years ..... ☐  
                          40 to 49 years ..... ☐  
                          50 to 59 years ..... ☐  
                          60 years or older ..... ☐
4. Country of birth. \_\_\_\_\_
5. Length of residence in Australia. ☐  
    Less than 1 year ..... ☐  
    1 year to 2 years ..... ☐  
    3 years to 5 years ..... ☐  
    More than 5 years ..... ☐
6. Highest educational qualification. ☐  
    University or college degree ..... ☐  
    3 year diploma/certificate ..... ☐  
    2 year post-secondary certificate . ☐  
    Other (please specify) \_\_\_\_\_
7. Professional teacher training courses completed.
- (a) Type of course. ☐  
        University ..... ☐  
        College of Advanced Education or  
        Teacher Training College ..... ☐  
        Other (please specify) \_\_\_\_\_
- (b) Length of course ☐  
        More than 4 years ..... ☐  
        4 years ..... ☐  
        3 years ..... ☐  
        2 years ..... ☐  
        1 year ..... ☐  
        Less than 1 year ..... ☐
- (c) Level of specialization in teacher training. ☐  
        Mainly infants ..... ☐  
        Mainly primary ..... ☐  
        Mainly secondary ..... ☐  
        Other (please specify) \_\_\_\_\_

8. Type of ESL training course.

|                                                              |                          | Qualifications received. |
|--------------------------------------------------------------|--------------------------|--------------------------|
| University .....                                             | <input type="checkbox"/> | _____                    |
| College of Advanced Education<br>or teacher training college | <input type="checkbox"/> | _____                    |
| State Department of Education<br>in Australia .....          | <input type="checkbox"/> | _____                    |
| Commonwealth Department of<br>Education in Australia ....    | <input type="checkbox"/> | _____                    |
| No accredited ESL training..                                 | <input type="checkbox"/> | _____                    |
| Other (please specify) _____                                 |                          |                          |

9. (a) Length of ESL training course.

|                         |                          |
|-------------------------|--------------------------|
| No course followed .... | <input type="checkbox"/> |
| 1 to 2 weeks .....      | <input type="checkbox"/> |
| 3 to 4 weeks .....      | <input type="checkbox"/> |
| 2 to 3 months .....     | <input type="checkbox"/> |
| 4 to 6 months .....     | <input type="checkbox"/> |
| 7 to 11 months .....    | <input type="checkbox"/> |
| 1 to 2 years .....      | <input type="checkbox"/> |
| 3 to 5 years .....      | <input type="checkbox"/> |

(b) What was the number of hours per week of ESL training you received in this course? \_\_\_\_\_

10. Including this year, how many years of teaching experience have you had?

| <u>All subjects, including ESL</u> |             | <u>ESL</u>  |
|------------------------------------|-------------|-------------|
| Full-time                          | _____ years | _____ years |
| Part-time                          | _____ years | _____ years |

11. How long have you been teaching refugee students in intensive language classes?

- (a) at this school/centre? \_\_\_\_\_ yrs. \_\_\_\_\_ mths.  
 (b) at other schools/centres? \_\_\_\_\_ yrs. \_\_\_\_\_ mths.

12. What is the age level of the students you are teaching at present?

|                 |                          |                      |
|-----------------|--------------------------|----------------------|
| Infants .....   | <input type="checkbox"/> | (i.e., 5 - 8 years)  |
| Primary .....   | <input type="checkbox"/> | (i.e., 9 - 12 years) |
| Secondary ..... | <input type="checkbox"/> | (i.e., 13+ years)    |

13. Please list any subject associations of which you are a member  
 e.g. English Teachers Association, ATESL.

\_\_\_\_\_

14. Have you participated in any in-service courses related to your present teaching duties in the contingency program?

Yes ☐

No ☐

If yes, please specify (a) Number of days .....

(b) Aspects covered: \_\_\_\_\_

|  |
|--|
|  |
|  |
|  |
|  |

15. Are you proficient in speaking any language other than English?

Yes ☐

No ☐

If yes, which language(s)? \_\_\_\_\_

16. Which type of teaching appointment do you hold?

Permanent appointment .....  
(including Temporary appointment  
in N.S.W.) .....

Casual appointment .....

|  |
|--|
|  |
|  |
|  |

If you hold a casual appointment, please answer the following questions:-

- (a) Type of appointment

Full-time i.e. 5 days a week .....

Part-time i.e. less than 5 days a week .....

|  |
|--|
|  |
|  |

- (b) Nature of present term of appointment

Contract for ..... months (please enter  
On a week to week basis..... number)

On a day to day basis.....

|  |
|--|
|  |
|  |

Other (please specify) \_\_\_\_\_

- (c) Would you be interested in obtaining a permanent appointment as a teacher

(i) in the contingency program if this were possible Yes ☐ No ☐

(ii) in a government or non-government school? Yes ☐ No ☐

- (d) Have you applied for a permanent appointment as a teacher?

Yes ☐

No ☐

- (e) If you have a written contract, when does your present term of appointment expire?

month

year

- (f) How certain are you that there will be any teaching position for you at the beginning of the 1981 school year?

Certain .....

Fairly certain

Uncertain .....

|  |
|--|
|  |
|  |
|  |

(g) If you are seeking re-appointment in the contingency program, how much notice do you expect to have of a renewal of your appointment for 1981?

|                        |                          |
|------------------------|--------------------------|
| 2 months or more ....  | <input type="checkbox"/> |
| Between 1 and 2 months | <input type="checkbox"/> |
| 2 to 4 weeks .....     | <input type="checkbox"/> |
| 1 to 2 weeks .....     | <input type="checkbox"/> |
| Less than 1 week ....  | <input type="checkbox"/> |

B. CURRICULUM

17. Please complete the following table for your class(es).

An example is given below.

| (1)<br>Name of<br>class-group | (2)<br>Number of<br>students in<br>class | (3)<br>Name of subject(s)<br>taught (or categories<br>of activities for<br>younger children<br>e.g. oral English,<br>pre-writing<br>activities, singing). | (4)<br>Number of<br>hours (to<br>nearest 1/2<br>hour) subject/<br>activity taught<br>per week | (5)<br>Number of days<br>per week on<br>average<br>written home-<br>work is<br>required |
|-------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|                               |                                          |                                                                                                                                                           |                                                                                               |                                                                                         |

Example.

|       |    |                |        |   |
|-------|----|----------------|--------|---|
| ILU 3 | 18 | English/ESL    | 14 1/2 | 3 |
|       |    | Mathematics    | 5      | 2 |
|       |    | Social Studies | 3      | 0 |

(N.B. Please provide information in table for each class-group you teach. For Column 3, Infants teachers may need to list broad categories of activities.)



18. What type of ESL language learning exercises/activities do you usually ask students to do at home?

(Tick more than one square if necessary.)

- |                                                      |                          |
|------------------------------------------------------|--------------------------|
| a) no exercises/activities .....                     | <input type="checkbox"/> |
| b) drawing of diagrams or pictures .....             | <input type="checkbox"/> |
| c) written grammatical exercises .....               | <input type="checkbox"/> |
| d) preparatory reading of class material .....       | <input type="checkbox"/> |
| e) preparation of dialogues .....                    | <input type="checkbox"/> |
| f) dictionary-consulting tasks .....                 | <input type="checkbox"/> |
| g) paragraph or essay writing .....                  | <input type="checkbox"/> |
| h) oral revision of the day's classwork .....        | <input type="checkbox"/> |
| i) written revision of the day's classwork .....     | <input type="checkbox"/> |
| j) collection of materials for class discussion .... | <input type="checkbox"/> |
| k) other _____                                       |                          |

19. Is the ESL curriculum you follow with your class

- |                                                                                                                |                          |
|----------------------------------------------------------------------------------------------------------------|--------------------------|
| (a) a curriculum designed by yourself .....                                                                    | <input type="checkbox"/> |
| (b) a printed or roneoed curriculum prepared within your own school in consultation with other teachers? ..... | <input type="checkbox"/> |
| (c) a printed or roneoed curriculum provided by a central or regional education office? .....                  | <input type="checkbox"/> |
| (d) another form of curriculum? _____                                                                          |                          |

(Tick only one)

(please specify)

C. METHOD/APPROACH

20. Which of the following is the most important in influencing the methods or approaches followed in the way you teach ESL to your class? (Tick one)

- |                                                                                             |                          |
|---------------------------------------------------------------------------------------------|--------------------------|
| (i) The principal of the school .....                                                       | <input type="checkbox"/> |
| (ii) The teacher-in-charge of the language centre ..                                        | <input type="checkbox"/> |
| (iii) The staff involved in teaching refugee children in the school/centre .....            | <input type="checkbox"/> |
| (iv) Your own training and experience .....                                                 | <input type="checkbox"/> |
| (v) The State or regional coordinator of the contingency program for refugee children ..... | <input type="checkbox"/> |
| (vi) The State and/or regional consultants on multicultural or ethnic education .....       | <input type="checkbox"/> |
| (vii) The Commonwealth Department of Education Language Teaching Branch .....               | <input type="checkbox"/> |
| (viii) other (please specify) _____                                                         |                          |

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21. How often do you use each of the following in your ESL instruction?

|                                                                            | Often | Rarely | Some- times or never |
|----------------------------------------------------------------------------|-------|--------|----------------------|
| <b>(a) Form of instruction</b>                                             |       |        |                      |
| (i) Whole class group instruction .....                                    |       |        |                      |
| (ii) Small group instruction .....                                         |       |        |                      |
| (iii) Individual tutoring .....                                            |       |        |                      |
| (iv) Other (please specify) .....                                          |       |        |                      |
| <b>(b) Oral Activities</b>                                                 |       |        |                      |
| (i) Dialogues for modelling .....                                          |       |        |                      |
| (ii) Role play/mime .....                                                  |       |        |                      |
| (iii) Conversation/discussion .....                                        |       |        |                      |
| (iv) Songs and rhymes .....                                                |       |        |                      |
| (v) Language games/play activities .....                                   |       |        |                      |
| (vi) Reading aloud .....                                                   |       |        |                      |
| (vii) Other (please specify) .....                                         |       |        |                      |
| <b>(c) Written Activities</b>                                              |       |        |                      |
| (i) Handwriting practice .....                                             |       |        |                      |
| (ii) Short written exercises of 1 or 2 sentences...                        |       |        |                      |
| (iii) Longer written exercises (e.g. essays) .....                         |       |        |                      |
| (iv) Writing of dialogues for oral use .....                               |       |        |                      |
| (v) Other (please specify) .....                                           |       |        |                      |
| <b>(d) Formal features of English</b>                                      |       |        |                      |
| (i) Spelling .....                                                         |       |        |                      |
| (ii) Grammar and usage .....                                               |       |        |                      |
| (iii) Punctuation .....                                                    |       |        |                      |
| (iv) Other (please specify) .....                                          |       |        |                      |
| <b>(e) Techniques drawn from any other sources (e.g. "The Silent Way")</b> |       |        |                      |
| (i) .....                                                                  |       |        |                      |
| (ii) .....                                                                 |       |        |                      |
| (iii) .....                                                                |       |        |                      |
| (iv) .....                                                                 |       |        |                      |
| <b>(f) Other types of activities</b>                                       |       |        |                      |
| (Please enter) (i) .....                                                   |       |        |                      |
| (ii) .....                                                                 |       |        |                      |
| (iii) .....                                                                |       |        |                      |

22. Please indicate the proportion of time you spend on oral language, i.e. speaking and listening (e.g. 3/4) and written language i.e. reading and writing (e.g. 1/4) in your ESL teaching at different stages of the program.

|                  | During student's first month in program | During student's third month in program | During student's sixth month in program |
|------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|
| Oral Language    |                                         |                                         |                                         |
| Written Language |                                         |                                         |                                         |

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| Classroom Focus                                                                                                                                                                  | Time spent |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| (a) <u>Oral/Aural Skills</u><br>(e.g. fluency, pronunciation,<br>oral communication activities) .....                                                                            |            |
| (b) <u>Written Language Skills</u><br>(e.g. reading comprehension,<br>guided writing activities,<br>literacy teaching) .....                                                     |            |
| (c) <u>Grammatical aspects of language</u><br>(e.g. structural patterns,<br>grammar exercises) .....                                                                             |            |
| (d) <u>Survival language skills</u><br>(e.g. language for requesting informa-<br>tion, seeking confirmation,apologising)                                                         |            |
| (e) <u>Vocabulary acquisition</u><br>(e.g. general or subject-<br>specific vocabulary) .....                                                                                     |            |
| (f) <u>General non-language skills</u><br>(e.g. teaching numeracy,<br>supplying orientation information<br>about the school/centre routine<br>and about life in Australia) ..... |            |
| (g) <u>Other</u> (please specify) .....                                                                                                                                          |            |
|                                                                                                                                                                                  |            |
|                                                                                                                                                                                  |            |
|                                                                                                                                                                                  |            |
|                                                                                                                                                                                  |            |
| TOTAL                                                                                                                                                                            | hours      |

24. What methods do you use to assess the progress of your students in  
ESL?

|                                          | Often | Some-times | Rarely or Never |
|------------------------------------------|-------|------------|-----------------|
| (a) (i) Formal assessment .....          |       |            |                 |
| (ii) Informal assessment .....           |       |            |                 |
| (b) (iii) Ratings of oral language ..... |       |            |                 |
| (iv) Dictation .....                     |       |            |                 |
| (v) Reading comprehension exercises ...  |       |            |                 |
| (vi) Standardised reading tests .....    |       |            |                 |
| (vii) Grammar tests .....                |       |            |                 |
| (viii) Other (please specify) (a) _____  |       |            |                 |
| (b) _____                                |       |            |                 |
| (c) _____                                |       |            |                 |

(Please tick only one  
of these three columns  
in each row)

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D. TEACHER AIDES

25. On average, for how many hours per week do bilingual teacher aides provide language assistance?

- (a) in your class room .....  hours  
 (b) in preparing materials for use with your class .....  hours  
 (c) in assisting with other activities (e.g., excursions, liaison with parents) .....  hours

26. For which language(s) are you currently using teacher aides in your class?

- Chinese ..... ☐  
 Vietnamese ... ☐  
 Laotian ..... ☐  
 Hmong ..... ☐  
 Khmer ..... ☐

Other (please specify) \_\_\_\_\_

27. How adequate is the assistance you receive from bilingual teacher aides? (please tick)

|                                                                   | More than Adequate       | Adequate                 | Inadequate               | Language not relevant    |
|-------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) for Chinese language work                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) for Vietnamese language work .....                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) for Laotian language work                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) for Hmong language work                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) for Khmer language work                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) for work in other languages or dialects (please specify) ..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

28. What are the main activities carried out by the bilingual teacher aide(s) for your class?

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E. RESOURCES AND MATERIALS

29. Which of the following items are available for your use and/or are used by you in your teaching? (Please tick)

|                                         | Availability           |                           | Used  |           |                 |
|-----------------------------------------|------------------------|---------------------------|-------|-----------|-----------------|
|                                         | Available for sole use | Shared with other classes | Often | Sometimes | Rarely or Never |
| (i) Record player                       |                        |                           |       |           |                 |
| (ii) Tape recorder                      |                        |                           |       |           |                 |
| (iii) Filmstrip/slide projector         |                        |                           |       |           |                 |
| (iv) Film projector                     |                        |                           |       |           |                 |
| (v) Overhead projector                  |                        |                           |       |           |                 |
| (vi) Television set                     |                        |                           |       |           |                 |
| (vii) Radio                             |                        |                           |       |           |                 |
| (viii) Language Master                  |                        |                           |       |           |                 |
| (ix) Synchro-tape film strip recorders  |                        |                           |       |           |                 |
| (x) Video-Cassette Recorder and Monitor |                        |                           |       |           |                 |
| (xi) Games                              |                        |                           |       |           |                 |
| (xii) Blackboard                        |                        |                           |       |           |                 |
| (xiii) Listening post                   |                        |                           |       |           |                 |
| (xiv) Heat copier                       |                        |                           |       |           |                 |
| (xv) Fast tape-copier                   |                        |                           |       |           |                 |
| (xvi) Mother-tongue books               |                        |                           |       |           |                 |
| (xvii) Other mother-tongue materials    |                        |                           |       |           |                 |

(Please tick only one of these three columns in each row)

30. Please list under the appropriate headings the actual names of the items you use most frequently.

| <u>Readers</u>      | <u>Cassettes</u>       | <u>Films</u>    | <u>Filmstrips</u> |
|---------------------|------------------------|-----------------|-------------------|
| e.g. "Go" Workbooks | e.g. Sounds I can hear | e.g. Pedestrian | e.g. Buying meals |
|                     |                        |                 |                   |
|                     |                        |                 |                   |
|                     |                        |                 |                   |
|                     |                        |                 |                   |

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Music Cassettes/Tapes

e.g. Popular verse  
of early Australia

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Games

e.g. Mastermind

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Picture Sets/Posters

e.g. The Seasons in Australia

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Video Cassettes

e.g. Behind the News

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Kits

e.g. Fun with Picture  
Crosswords

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Slide Sets

e.g. Using Public Transport

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---

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Texts

e.g. Mathematics  
for Year 10

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Other

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F. OTHER ACTIVITIES

31. a) How often do you take your class out of the school/centre for  
excursions (e.g. visits to shops, other schools, museums,  
galleries, zoos, national parks)

more than once a week.....  
once a week.....  
once a fortnight.....  
once every 3 weeks.....  
once a month.....  
once every 2 months.....  
once a term.....  
less often than once a term.....

a) Local excursions  
on foot

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

b) Excursions  
requiring  
transport

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

- b) Please list briefly those excursions you feel were of most value to  
your class.

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32. How often do you organise for visitors from the local English-speaking community to come to your classroom to interact with the students?

|                                   |  |
|-----------------------------------|--|
| daily .....                       |  |
| every 2-3 days .....              |  |
| weekly .....                      |  |
| about once every 2 weeks .....    |  |
| about once every month .....      |  |
| about once every two months ..... |  |
| about once a term .....           |  |
| less often than once a term ..... |  |

33. How often do most students from your class participate in sports or P.E. with English-speaking students from other classes/schools?

|                                   |  |
|-----------------------------------|--|
| more than once a week .....       |  |
| once a week .....                 |  |
| about once every two weeks .....  |  |
| about once every month .....      |  |
| about once every term .....       |  |
| less often than once a term ..... |  |

34. a) How often do most students from your class participate in activities other than sport or P.E. with English-speaking students from other classes/schools?

|                                   |  |
|-----------------------------------|--|
| daily .....                       |  |
| 2 or 3 times a week .....         |  |
| once a week .....                 |  |
| about once every 2 weeks .....    |  |
| about once every month .....      |  |
| about once every 2 months .....   |  |
| about once a term .....           |  |
| less often than once a term ..... |  |

- b) Please give examples of activities or situations which you have used to promote interaction between contingency program children and English-speaking children from outside the program.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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35. How much time per week do you spend in preparation and planning for your teaching?

|                        | <u>During<br/>school<br/>time</u> | <u>Out of<br/>school<br/>time</u> |
|------------------------|-----------------------------------|-----------------------------------|
| Less than 1 hour.....  |                                   |                                   |
| about 1 hour.....      |                                   |                                   |
| about 2 hours.....     |                                   |                                   |
| about 3 hours.....     |                                   |                                   |
| about 4 hours.....     |                                   |                                   |
| about 5 hours.....     |                                   |                                   |
| more than 5 hours..... |                                   |                                   |

36. How much total time per week do you spend on average counselling individual students on their vocational, social and emotional needs?

|                        |  |  |
|------------------------|--|--|
| less than 2 hour.....  |  |  |
| about 1 hour.....      |  |  |
| about 2 hours.....     |  |  |
| about 3 hours.....     |  |  |
| about 4 hours.....     |  |  |
| about 5 hours.....     |  |  |
| more than 5 hours..... |  |  |

37. How much time do you spend outside class hours each week on extra-curricular activities with your students?

|                        |  |  |
|------------------------|--|--|
| no time .....          |  |  |
| about 1 hour.....      |  |  |
| about 2 hours.....     |  |  |
| about 3 hours.....     |  |  |
| about 4 hours.....     |  |  |
| about 5 hours.....     |  |  |
| more than 5 hours..... |  |  |

G. GENERAL COMMENTS

38. If you would like to comment on any aspects of the contingency program, please do so here.

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APPENDIX 20

QUESTIONNAIRE TO ETHNIC AIDES IN CONTINGENCY PROGRAM SCHOOLS AND CENTRES



The University of Sydney  
DEPARTMENT OF EDUCATION  
N.S.W. 2006

IN REPLY  
PLEASE QUOTE:

TELEPHONE: 692 1122.

DX 1154

Ethnic Aides.

Dear Sir/Madam,

The Department of Education at the University of Sydney is carrying out a study of the Contingency Program for Refugee Children for the Commonwealth Department of Education. In this study we are measuring the children's progress in learning English and seeking information on their adjustment to life in Australia. We are also studying how the program operates in each state by asking teachers and principals to complete detailed questionnaires. We would like to have some information on the background, duties and opinions of ethnic aides in the different schools and centres.

We would appreciate your help in completing the questionnaire and thus supplying essential data for the study. Your answers will be confidential. The questionnaires will be anonymous and no individual's responses will be identified in the final report.

You can answer most questions by putting a tick in the appropriate square. (e.g. ☒ ). For some questions you will need to write a short answer. The completed questionnaire should be returned in the enclosed, stamped addressed envelope by 24 November, 1980.

Thank you for your help.

D. Spearritt,  
Professor of Education.

10th November 1980.

Enclosures

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THE UNIVERSITY OF SYDNEY

DEPARTMENT OF EDUCATION

EVALUATION OF CONTINGENCY PROGRAM  
FOR REFUGEE CHILDREN

QUESTIONNAIRE TO ETHNIC  
AIDES IN CONTINGENCY  
PROGRAM SCHOOLS AND CENTRES

NOVEMBER, 1980

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QUESTIONNAIRE FOR ETHNIC AIDES

A. EMPLOYMENT

1. When did you begin work as an ethnic aide in the Contingency Program for Refugee Children?

Month

Year

2. (a) Do you work full-time? ..... ☐ (Please tick)  
part-time? ..... ☐
- (b) If part-time, how many schools/centres do you usually work in each week?
- One ..... ☐  
two ..... ☐  
three ..... ☐  
more than three ..... ☐
3. Is your position permanent? ..... ☐  
casual? ..... ☐
4. If casual, what is the period of your current appointment?
- day to day ..... ☐  
for one week ..... ☐  
for one month ..... ☐  
for one term ..... ☐  
for one year ..... ☐  
Other (please specify) \_\_\_\_\_

B. EDUCATION AND TRAINING

5. How many years of schooling did you have before you came to Australia?
- in primary education \_\_\_\_\_ years  
in secondary education \_\_\_\_\_ years  
in post-secondary education \_\_\_\_\_ years
6. Did you complete secondary education before you came to Australia?  
yes ☐ no ☐
7. Did you qualify for any degrees or diplomas or certificates before you came to Australia?  
yes ☐ no ☐
- If yes, please specify \_\_\_\_\_  
\_\_\_\_\_
8. What was your occupation before you came to Australia? \_\_\_\_\_  
\_\_\_\_\_
9. When did you arrive in Australia?
- Month Year
10. Have you enrolled for any course since you came to Australia?  
yes ☐ no ☐
- If yes, please give the title and length of the course: \_\_\_\_\_  
\_\_\_\_\_

11. Have you qualified for any Australian degrees or diplomas or certificates since you came to Australia?

yes ☐ no ☐

If yes, please specify \_\_\_\_\_  
\_\_\_\_\_

12. Did you attend a course of instruction in Australia to train for work as an ethnic aide?

yes ☐ no ☐

If yes, please state the length of the course:

\_\_\_\_\_ day(s) \_\_\_\_\_ week(s) \_\_\_\_\_ month(s)

13. Have you been to an in-service training course since you began work as an ethnic aide?

yes ☐ no ☐

If yes, please state the length of the course:

\_\_\_\_\_ day(s) \_\_\_\_\_ week(s) \_\_\_\_\_ month(s)

C. DUTIES.

- 14 Please give the approximate amount of time you spend on average each day on the following activities:

| <u>Duties</u>                                                              | <u>Time Spent</u><br>(hours or part/hrs) |
|----------------------------------------------------------------------------|------------------------------------------|
| a) assisting teachers in the classroom during lessons                      |                                          |
| b) preparing and duplicating lesson material .....                         |                                          |
| c) preparing classrooms and equipment .....                                |                                          |
| d) interpreting for students and teachers outside the classroom time ..... |                                          |
| e) other interpreting activities .....                                     |                                          |
| f) translating lesson material .....                                       |                                          |
| g) translating other material (e.g. information for parents) .....         |                                          |
| h) clerical duties .....                                                   |                                          |
| i) other duties (please specify) :                                         |                                          |
| _____                                                                      |                                          |
| _____                                                                      |                                          |

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D. LANGUAGE PROFICIENCY

15. What is your level of proficiency in the following languages?  
Tick one column for oral and one for written language for each row.

| Language                   | Oral       |      |      |      | I cannot speak this language | Written    |      |      |      | I cannot write this language |
|----------------------------|------------|------|------|------|------------------------------|------------|------|------|------|------------------------------|
|                            | Excel-lent | Good | Fair | Poor |                              | Excel-lent | Good | Fair | Poor |                              |
| Chinese                    |            |      |      |      |                              |            |      |      |      |                              |
| ( )                        |            |      |      |      |                              |            |      |      |      |                              |
| ( )                        |            |      |      |      |                              |            |      |      |      |                              |
| ( )                        |            |      |      |      |                              |            |      |      |      |                              |
| ( )                        |            |      |      |      |                              |            |      |      |      |                              |
| Vietnamese                 |            |      |      |      |                              |            |      |      |      |                              |
| Lao                        |            |      |      |      |                              |            |      |      |      |                              |
| Hmong                      |            |      |      |      |                              |            |      |      |      |                              |
| Khmer                      |            |      |      |      |                              |            |      |      |      |                              |
| English                    |            |      |      |      |                              |            |      |      |      |                              |
| Others<br>(Please specify) |            |      |      |      |                              |            |      |      |      |                              |
| 1.                         |            |      |      |      |                              |            |      |      |      |                              |
| 2.                         |            |      |      |      |                              |            |      |      |      |                              |
| 3.                         |            |      |      |      |                              |            |      |      |      |                              |

(write in  
dialects)

16. How often do you have language-related problems in explaining things to teachers?

(Please tick one square only)

frequently

sometimes

rarely or never

|  |
|--|
|  |
|  |
|  |

17. How often do you have language-related problems in understanding what teachers say to you?

frequently

sometimes

rarely or never

|  |
|--|
|  |
|  |
|  |

E. GENERAL COMMENTS

18. Do you know of any areas in which the contingency program for refugee children is failing to meet the needs of children in your school/centre?

yes

☐

no

☐

If yes, please give details :

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19. Do you have further comments to make on the role and conditions of employment for ethnic aides in your school/centre?

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## **Chapter 9**

# **The organisation and operation of the Contingency Program in Australian schools**

The way in which the Contingency Program was organised and operated differed in various respects for the different States in Australia. A general description of the form of organisation adopted in each of the relevant States and Territories is given in the first section of this chapter. More detailed information on both the organisation and operation of the program in the various States and Territories is given in subsequent sections. The information was collected by distributing three questionnaires in November 1980 to the principals or teachers-in-charge of almost all government schools conducting Contingency Program classes in Australia, to the teachers of these classes and to the ethnic aides assisting with the classes.

## **Description of the program within States and Territories**

### *New South Wales*

In the New South Wales Department of Education, the Contingency Program was administered through the Directorate of Special Programs which organised the program through the relevant regional offices of the Department.

In November 1980, assistance was being provided through the Contingency Program to nineteen government schools and to one school controlled by the Catholic Education Office. Two full-time co-ordinators were employed by the New South Wales Department of Education, one attached to the Liverpool Regional Office in the western suburbs of Sydney and operating primarily from the East Hills Migrant Centre, and a second attached to the South Coast Regional Office and operating with the Fairy Meadow Migrant Centre. Of the nineteen government schools where the program was in operation in November 1980, thirteen (including five high schools) were in the Liverpool Region. A further four were attached to the Central Metropolitan Regional Office and one each to the South Coast Regional Office and to the Metropolitan West Office.

In the Liverpool Region the co-ordinator was responsible for staffing, student enrolment and placement, student transfers, provision of transport (daily busing to and from East Hills and Cabramatta Migrant Centres; and additional transport for excursions), accommodation in schools, provision of materials and resources, co-ordination of in-service activities, curriculum development (with further assistance from the Regional Office), compilation of statistical records and liaison between schools and Regional Office. He was assisted by two school counsellors, who assisted with initial enrolment, health and welfare checks and student adjustment problems.

Intensive English classes operating within the program were known as Intensive Language Units, with from three to twelve classes. In addition to teaching staff, ethnic aides and part-time clerical assistants were attached to each unit. The region also provided executive release through the program. Until 1980 all teachers in the



program in New South Wales were appointed on a casual basis but following their negotiations with the New South Wales Department of Education, thirty permanent positions were made available to the Contingency Program. The remainder of the teachers had casual status. Aides were appointed on casual hourly rates. According to enrolment data made available by the then Commonwealth Department of Education, there were 1339 students, 68.5 teachers and 23.6 aides in the program at November 1980.

In 1981 a full-time co-ordinator was appointed to the Central Metropolitan Region under the Contingency Program and new areas were being serviced by the program.

### *Victoria*

In Victoria, the Contingency Program operated through the Child Migrant Education Services section of Ethnic Education Services in the State Department of Education. A full-time co-ordinator administered the program with the assistance of two full-time consultants. Classes operating under the program were primarily conducted in Language Reception Centres in Melbourne servicing the four Migrant Settlement Centres, Eastbridge, Midway, Enterprise and Wiltona. In 1980, students from Wiltona and Midway attended Language Reception Centres on the hostel site. Most secondary children from Midway attended classes at Maribyrnong Language Centre. The Eastbridge and Noble Park Language Reception Centres operated from schools near the Migrant Centres. An additional Reception Centre at Collingwood catered for refugee children living in the Richmond-Collingwood area. Teachers-in-charge appointed to the centres carried out some teaching duties in addition to their day-to-day administration duties such as enrolment, transfers and timetables, while the co-ordinator was responsible for staff recruitment, providing accommodation, equipment, materials and resources, liaison with Commonwealth authorities, compiling statistics and organising in-service activities.

Most teachers working in the centres in 1980 were appointed on limited tenure with the opportunity to apply to the State Department of Education for permanent appointments while employed on the Contingency Program. In November 1980 virtually all of the fifty-three teachers had gained permanency with the Department. All positions within the Contingency Program itself, however, remained temporary appointments. Aides were appointed on an annual contract. At November 1980, twenty aides were employed in Victoria.

### *Queensland*

The State Department of Education administered the program through its Division of Special Education in schools in the area of Wacol Migrant Centre and at several country primary schools. In 1980 additional funding for one to two classes was also made available to non-government authorities in Queensland. A full-time liaison officer administered the program in the Wacol area through the principals of schools operating classes within the Contingency Program, and through teachers-in-charge appointed to these schools. The liaison officer was responsible for arranging initial enrolments which were carried out at the hostel by the principal and teacher-in-charge. The liaison officer co-ordinated record-keeping and notified country areas of expected arrivals. The principal and teacher-in-charge were responsible for enrolments, transfers, purchasing equipment and materials, organising transport for excursions and some in-service arrangements. Staff recruitment, accommodation and other in-service arrangements were the province of the departmental officer in charge of migrant education. The majority of teaching staff held permanent

appointments, while aides were employed as casuals on hourly rates. In November 1980, the Contingency Program was funding 17.7 teachers, eight aides and 296 students in Queensland. In addition guidance officers and counsellors were employed.

#### *South Australia*

Both State and Catholic education authorities received funding for the operation of the Contingency Program in South Australia in 1980-81. The responsibility for special language classes operated by the State Education Department lay with the Multicultural Education Centre which operated the program in five schools and one Intensive Language Centre in 1980. A full-time co-ordinator of the child refugee program administered the Contingency Program in these schools/centres. When children enrolled in primary schools they were placed in 'home' classes with English-speaking students and withdrawn for special English language tuition for up to three and a half hours a day. This contrasted with the general practice in the other States of placing children in segregated intensive language classes throughout the period of funding. Secondary students attended a language centre funded in part by the Contingency Program and in part by usual migrant education means. After a preliminary course of six weeks in the centre, students could be assigned to a full-time course at the centre or to a high school where they would receive supplementary English tuition. Three high schools were receiving some funding through the program at November 1980.

The supervisor of on-arrival programs (including non-Contingency Programs) was responsible for staffing, accommodation, purchasing equipment and materials, in-service programs, and, with the co-ordinator and counsellors, for health and welfare provisions. Enrolments were the province of the co-ordinator and teachers. Teachers were appointed on short-term contract and aides received hourly casual rates. In November 1980 a total of 12.2 teachers, 203 students and four aides were being funded.

The Catholic Education Office was also receiving some funding under the program. In November 1980 it employed four teachers and 1.3 ethnic aides for the eighty-four students enrolled in its schools. An additional allowance was made for the part-time services of an advisory teacher.

#### *Western Australia*

Both State and Catholic systems operated programs under Contingency Program funding in Western Australia. In the State Department of Education child refugee programs were administered through the Child Migrant Resources Centre. Two high schools and two primary schools operated special language classes for refugee children in November 1980. The primary schools provided intensive language classes for students funded through the Contingency Program though there was some integration of children into regular classes for other subjects. The secondary schools conducted classes on a similar basis. A co-ordinator funded by an Innovations Grant from the Schools Commission in 1980 was responsible for implementing the program at Graylands Primary School. The grant was not expected to be renewed in 1981 and no co-ordinator had been appointed. In 1981, a teacher in the program was responsible for enrolments and transfers, purchasing equipment and materials, transport for excursions, accommodation and health and welfare arrangements. Teachers and aides held casual appointments. A total of 225 children, 1.3 teachers and four aides were funded through the program at November 1980. An additional seven students, .5 of a teacher and .5 of an aide were receiving funding in the Catholic system.

### *Australian Capital Territory*

Funding was channelled by the then Commonwealth Department of Education through the ACT Schools Authority for refugee students attending Narrabundah Primary School and an Introductory Language Centre at Telopea Park High School. A total of three teachers, forty students and two aides were being funded at November 1980. An additional aide was funded for fifteen children attending a further three schools. At primary level, students were integrated in mainstream classes and received supplementary English tuition. Teachers held permanent positions while aides were appointed on an hourly basis. In November 1980 a total of fifty-five students, three teachers and three aides were being funded through the program in five schools in the ACT.

### *Northern Territory*

Three centres operated in the Northern Territory for refugee and migrant students. In November 1980 a total of thirty-nine students, two teachers and one aide were being funded through the Contingency Program.

## **Questionnaires for principals, teachers and ethnic aides**

As part of the evaluation of the Contingency Program, information was required about the organisation of classes for Indo-Chinese refugee students and associated administrative tasks in the schools/centres. Information was also needed about the attitudes of teachers and other students to the refugee students, the curricula, teaching methods and resources being used with the students, the educational background and other characteristics of the teachers and ethnic aides employed in the program, and their views about its operation. Such information was expected to show how the program operated in practice, and to provide a further means of evaluating its strengths and weaknesses.

Three questionnaires were developed and subsequently amended to take account of comments received from small numbers of principals, Contingency Program teachers and ethnic aides, and from members of the Steering Committee for the project. These were: the Principal's Questionnaire, the Teacher Questionnaire and the Ethnic Aide Questionnaire. The questionnaires are included as Appendixes 18, 19 and 20. As indicated in Chapter 4, copies of the relevant questionnaire were posted in November 1980 to almost all teachers, aides, principals and/or teachers-in-charge involved in the operation of the Contingency Program throughout Australia, with stamped addressed envelopes to facilitate their return.

The questionnaire for principals or teachers-in-charge of Contingency Program centres sought information on school enrolments of refugee and other students, administration of the program within the school, attitudes of teachers and students towards refugee students and arrangements for placement in regular classes. It was sent to forty principals or teachers-in-charge of government schools with Contingency Program classes. The questionnaire was not distributed to non-government schools because of the small numbers of students and teachers involved — fifteen students and .75 of a teacher's time in New South Wales, twenty-six students and 1.4 teachers in Queensland, eighty-four students and four teachers in South Australia, seven students and .5 of a teacher's time in Western Australia, and no students in Victoria or the Australian Capital Territory. Government schools in the Northern Territory, representing only thirty-nine students and two teachers, were excluded from the survey for similar reasons. The response rate is set out in Table 9.1.

**Table 9.1****Number of government schools/centres by State and student category responding to the Principal's Questionnaire**

| Type of school                                       | NSW | Vic. | Qld | SA | WA | ACT | Total |
|------------------------------------------------------|-----|------|-----|----|----|-----|-------|
| Infants and primary only                             | 6   | 1    | 1   | 1  | 2  | 1   | 12    |
| Secondary only                                       | 8   | 1    | 2   | —  | 2  | 1   | 14    |
| Infants/primary and secondary<br>(Victorian centres) | —   | 4    | —   | —  | —  | —   | 4     |
| Total no. of responses                               | 14  | 6    | 3   | 1  | 4  | 2   | 30    |
| Total no. of schools/centres                         | 19  | 6    | 6   | 3  | 4  | 2   | 40    |

The response rate to the Principal's Questionnaire across all States listed in Table 9.1 was 75 per cent.

The twelve-page Teacher Questionnaire was constructed to elicit details such as the age of teachers, their sex, country of birth, educational qualifications, professional training including work in ESL, teaching experience, and nature of their current appointment. It also asked for details of the curriculum they followed such as the subjects taught, the time allocated to subjects, and the types of ESL activities employed. Information was also collected about their methods of teaching ESL, the provision and use of teacher aides, the availability and use of various types of resources and materials, the frequency of excursions, the degree of participation between their students and English-speaking students, and the time they spent in duties associated with their teaching.

The Teacher Questionnaires were sent in November 1980 to teachers employed in the Contingency Program in government schools in all States except Tasmania where there were no such teachers, and the Northern Territory where there were only two teachers. They were not sent to non-government schools for reasons outlined above. Details of the numbers of teachers responding to the questionnaire in comparison with the target population in each State are given in Table 9.2.

In Victoria, Queensland and Western Australia, the response rate to the Teacher Questionnaire was highly satisfactory, both in terms of the number of schools responding and the number of teachers responding per school. While the number of New South Wales schools from which teachers responded was very satisfactory, response rates were around 50 per cent in some of these schools. As Contingency Program classes and students could be less readily distinguished in the South Australian schools, few teachers completed the questionnaire in that State.

**Table 9.2****Number and percentage of government school teachers responding to the Teacher Questionnaire**

|                                                        | NSW | Vic. | Qld | SA | WA | ACT | Total |
|--------------------------------------------------------|-----|------|-----|----|----|-----|-------|
| Number of schools approached                           | 19  | 6    | 6   | 3  | 4  | 2   | 40    |
| Number of schools from which<br>teachers responded     | 13  | 6    | 6   | 1  | 4  | 1   | 31    |
| Number of teachers responding                          | 35  | 50   | 13  | 2  | 11 | 2   | 113   |
| Approximate number of teachers in<br>target population | 65  | 53   | 16  | 11 | 13 | 3   | 161   |
| Percentage of teachers responding                      | 54  | 94   | 81  | 18 | 85 | 67  | 70    |

The three-page Ethnic Aide Questionnaire sought information from the aides about the nature of their appointments, their education and training, their duties and their proficiency in various languages. The number of ethnic aides in government schools who responded to the questionnaire in November 1980 is presented in Table 9.3.

**Table 9.3**

**Number and percentage of government school ethnic aides responding to the Ethnic Aide Questionnaire**

|                                                               | NSW  | Vic. | Qld | SA | WA   | ACT | Total |
|---------------------------------------------------------------|------|------|-----|----|------|-----|-------|
| Number of ethnic aides responding                             | 20   | 18   | 7   | 2  | 7(a) | 1   | 55    |
| Number of ethnic aides in government schools in November 1980 | 23.6 | 20   | 8   | 4  | 6(a) | 3   | 64.6  |
| Percentage of ethnic aides responding                         | 85   | 90   | 88  | 50 | 100  | 33  | 85    |

(a) Difference due to variation in time of data collection.

The response rates to all three questionnaires were generally very satisfactory.

### **Number and percentage of Contingency Program students in government schools**

An indication of the number of Contingency Program students in schools/centres is given by the minimum, maximum and median enrolments in Table 9.4. Data are reported separately for Victoria, where most centres enrolled only refugee students. Not all schools supplied enrolment data.

The larger enrolments for the Victorian centres merely reflect their existence as separate entities; the minimum enrolment of thirty is atypical and refers to the number of Contingency Program students in a regular high school. In other States, the numbers of Contingency Program students attached to existing schools were smaller, the median numbers being ninety for infants and primary schools and forty for secondary schools. The median percentage of Contingency Program student enrolments expressed as a percentage of the respective total school enrolments was 95 per cent for Victorian centres, 21 per cent for infants and primary schools in the other States and 11 per cent for secondary schools in the other States. Except in Victoria, Contingency Program enrolments generally comprised a relatively small percentage of the total school enrolment, falling to 5 per cent of the total enrolment of 1130 students in a New South Wales primary school and to 2 per cent of the total enrolment of 765 students in a New South Wales secondary school.

Contingency Program students at the infants and primary level in all States were mostly taught in class groups consisting entirely of Contingency Program students; a very small percentage were taught with other classes in a few New South Wales schools. At the secondary level they were also generally taught in classes composed only of Contingency Program students, though some were taught with other classes in Victoria, Western Australia and the ACT.

Except for the Victorian centres and the special school for secondary students serving the Wacol Centre in Queensland, most of the Contingency Program students attended classes attached to existing schools. Although they generally represented a

relatively small proportion of the total numbers of students and the total numbers of class groups in these schools, they would obviously have had some impact on the school organisation and operation.

**Table 9.4**  
**Minimum, median and maximum school enrolments of Contingency Program students**

|                                        | No. of schools | Minimum school enrolment | Median school enrolment | Maximum school enrolment |
|----------------------------------------|----------------|--------------------------|-------------------------|--------------------------|
| Victorian                              |                |                          |                         |                          |
| Infants, primary and secondary schools | 5              | 30                       | 172                     | 206                      |
| Other States                           |                |                          |                         |                          |
| Infants and primary schools            | 9              | 18                       | 90                      | 190                      |
| Secondary schools only                 | 14             | 19                       | 40                      | 131                      |

### Administrative load on schools

Principals or teachers-in-charge were asked to indicate whether actual administrative responsibilities for the Contingency Program classes within their school/centre were carried out directly by themselves with each class teacher, largely through delegation to a teacher/staff member funded through the Contingency Program or not so funded, or, through some other arrangement. Their responses are summarised in Table 9.5.

**Table 9.5**  
**Responsibility for administration of Contingency Program classes within school or centre**

|                                                 | Infants/primary schools | Secondary schools only | Centres | Total |
|-------------------------------------------------|-------------------------|------------------------|---------|-------|
| Administration carried out:                     |                         |                        |         |       |
| By principal/teacher-in-charge                  | 5                       | 9                      | 5       | 19    |
| Largely by non-Contingency Program staff member | 3                       | 2                      | —       | 5     |
| Largely by Contingency Program staff member     | 1                       | 1                      | —       | 2     |
| Through other arrangements                      | 2                       | 2                      | —       | 4     |
| Total                                           | 11                      | 14                     | 5       | 30    |

It is apparent that the administrative load for the operation of the Contingency Program within schools fell largely on principals and staff members not funded through the Contingency Program. This applied to 73 per cent of infants/primary



schools, 79 per cent of secondary schools, but not to the Victorian language reception centres, which were funded through the program. Teachers-in-charge of the latter centres estimated that they spent from ten to fifty-five hours a week on administrative duties associated with the Contingency Program, the average for the five centres being forty hours. Principals of infants/primary schools in New South Wales estimated that two to eight hours a week were spent on such duties, with an average of 4.4 hours; at the secondary level in this State, the corresponding estimates were one to fifteen hours a week, with an average of 6.4 hours. In the other States, one to three hours a week were spent on administrative duties at the infants/primary level, with an average of two hours, and five to twenty hours a week at the secondary level with an average of nine hours a week. The administrative load in schools associated with the Contingency Program was clearly greater at the secondary than at the infants/primary level.

Principals or teachers-in-charge of schools whose responsibilities included non-Contingency Program classes were asked to state how many hours a week of administrative assistance they received specifically for the Contingency Program, and whether this assistance was adequate for the operation of the program in their school. Replies to these questions are summarised in Table 9.6.

Principals in infants/primary schools in New South Wales apparently received much more administrative assistance than did the other systems or levels, excluding Victoria. Enrolments of Contingency Program students in these schools tended to be larger than those in other States. Table 9.6 suggests that the amount of administrative assistance was less adequate in secondary schools for the additional duties involved in operating the Contingency Program.

**Table 9.6**  
**Administrative assistance received in schools for operation of Contingency Program**

|                                                           | NSW                     |                   | Qld,SA,WA,ACT           |                   |
|-----------------------------------------------------------|-------------------------|-------------------|-------------------------|-------------------|
|                                                           | Infants/primary schools | Secondary schools | Infants/primary schools | Secondary schools |
| Mean hours a week                                         | 10.8                    | 2.4               | 1.0                     | 3.0               |
| Range of hours a week                                     | 1-33                    | 1-6               | 1-1                     | 1-10              |
| Proportion of principals regarding assistance as adequate | 5/6                     | 3/8               | 1/2                     | 3/5               |

Principals or teachers-in-charge were asked whether they had the responsibility of finding various categories of staff to conduct the Contingency Program in their school, namely, regular teaching staff, relief teaching staff, teacher aides, counsellors or clerical assistants. Locating relief teaching staff was generally a responsibility of principals/teachers-in-charge in all States. In States other than Victoria, a few principals indicated that they were responsible for finding ethnic aides. The appointment of regular teaching staff, counsellors and clerical assistants was apparently carried out by administrators outside the school or centre.

The extent to which teachers who were not funded through the Contingency Program were involved in various aspects of the instructional program followed in



the contingency classes, as reported by principals, is outlined in Table 9.7. The table shows that in most schools with Contingency Program classes in Australia, teachers who were not funded through the Contingency Program were nevertheless contributing to the operation of the program through determining or advising on curriculum, teaching methods and materials and resources. Three-quarters of the principals in States other than Victoria indicated that some of their non-Contingency Program teachers were involved in these activities. The Victorian centres which were funded through the Contingency Program would of course have been substantially involved in this way.

Clearly, a substantial contribution to the operation of the Contingency Program was being made by principals of schools and by some teachers not funded through the Contingency Program. The additional administrative burden was offset to some extent by the provision of further administrative assistance. The level of assistance seemed to be generally adequate in infants and primary schools, but inadequate in secondary schools.

The Contingency Program would have had a further impact on the administration and operation of schools as a result of the actual or potential continued transfer of students from the refugee classes into the regular classes. Principals and teachers-in-charge of schools with both types of classes were asked to classify the attitudes of the teachers of regular classes towards such continued transfer as favourable, neutral or unfavourable. They considered teachers' attitudes to this practice to be generally favourable, or at least neutral, but attitudes were unfavourable in two secondary schools.

### **Placement of Contingency Program students in regular classes**

In the original formulation of the Contingency Program, it was expected that some refugee students would be sufficiently proficient in English and sufficiently well adjusted to their new environment to move into the regular school classes before the expiry of the initial six-month period. Principals were asked on what basis this judgment was being made. Their responses to a question as to who made the initial recommendation, in which more than one response was allowed, are set out in Table 9.8.

Responses from the teachers-in-charge of the Victorian centres are presented in both the infants/primary and secondary section of Table 9.8. Clearly, the recommendations in these centres were made by the teachers-in-charge in consultation with the teachers of the students and/or with a group of staff teaching refugee classes. For the other States, the recommendation for infants/primary level students was generally made by the refugee class teacher in conjunction with the principal or teacher-in-charge of the refugee classes. This was also the pattern at the secondary level, except in New South Wales where a counsellor or guidance officer was also involved in the judgment.

Principals or teachers-in-charge were invited to indicate why students transferred to regular classes before the expiration of the six-month funded period. Reasons for the transfer were supplied by only a small number of principals and teachers-in-charge, as in several schools no students made the transfer during the six-month period. Early transfers were reportedly made because the students had the English skills and/or the emotional stability and social skills and/or the general ability to cope in regular classes. Occasionally transfers were made in order to keep refugee class numbers stable or because the parents of the students had left the migrant reception centre.

Table 9.7

Reported degree of involvement of non-Contingency Program teachers in determining or advising on curriculum, teaching methods, materials and resources

|                                | NSW                    |                       |                          |       | Qld, SA, WA, ACT       |                       |                          |       |
|--------------------------------|------------------------|-----------------------|--------------------------|-------|------------------------|-----------------------|--------------------------|-------|
|                                | Number of schools —    |                       |                          |       | Number of schools —    |                       |                          |       |
|                                | With major involvement | With some involvement | With minimal involvement | Total | With major involvement | With some involvement | With minimal involvement | Total |
| <i>Infants/primary schools</i> |                        |                       |                          |       |                        |                       |                          |       |
| Involvement in                 |                        |                       |                          |       |                        |                       |                          |       |
| Curriculum                     | 3                      | 2                     | 1                        | 6     | —                      | 2                     | 2                        | 4     |
| Teaching methods               | 1                      | 4                     | 1                        | 6     | —                      | 2                     | 2                        | 4     |
| Materials and resources        | 2                      | 3                     | 1                        | 6     | —                      | 2                     | 2                        | 4     |
| <i>Secondary schools</i>       |                        |                       |                          |       |                        |                       |                          |       |
| Involvement in                 |                        |                       |                          |       |                        |                       |                          |       |
| Curriculum                     | 2                      | 4                     | 2                        | 8     | 2                      | 1                     | 2                        | 5     |
| Teaching methods               | 2                      | 5                     | 1                        | 8     | 2                      | 2                     | 1                        | 5     |
| Materials and resources        | 3                      | 3                     | 2                        | 8     | 3                      | 1                     | 1                        | 5     |

**Table 9.8**

**Personnel responsible for making initial recommendation for transfer of students from refugee class-groups to regular classes before completion of six months in the Contingency Program**

|                                                     | <i>Infants/primary schools</i> |             |                          | <i>Secondary schools</i> |             |                          |
|-----------------------------------------------------|--------------------------------|-------------|--------------------------|--------------------------|-------------|--------------------------|
|                                                     | <i>NSW</i>                     | <i>Vic.</i> | <i>Qld,SA,WA<br/>ACT</i> | <i>NSW</i>               | <i>Vic.</i> | <i>Qld,SA,WA<br/>ACT</i> |
| Number of schools responding                        | 5                              | 5           | 4                        | 7                        | 5           | 3                        |
| Number of schools indicating recommendation made by |                                |             |                          |                          |             |                          |
| Principal                                           | 2                              | —           | 1                        | 1                        | —           | 1                        |
| Teacher-in-charge of intensive language classes     | 1                              | 5           | 3                        | 4                        | 5           | 2                        |
| Teacher of relevant refugee class                   | 4                              | 5           | 4                        | 7                        | 5           | 2                        |
| Teacher of relevant regular class                   | —                              | —           | —                        | 1                        | —           | —                        |
| Counsellor or guidance officer                      | 1                              | —           | —                        | 5                        | —           | 1                        |
| Groups of staff teaching refugee classes            | 1                              | 2           | —                        | —                        | 2           | —                        |

### **Background characteristics of Contingency Program teachers**

Background characteristics of the teachers responding to the Teacher Questionnaire are presented in Table 9.9. Data relating to the characteristics of teachers have been combined for South Australia and the Australian Capital Territory, where the number of schools responding was so small that it might be possible to identify the views of individual respondents.

In Victoria, Queensland and Western Australia, the response rate to the questionnaire was highly satisfactory in terms of the number of teachers responding per school. Response rates were only about 50 per cent for some New South Wales schools. The size of the Contingency Program school sections or units in each State, however, was generally well reflected by the numbers of teachers responding per school. The units were larger in Victoria where the Contingency Program classes were conducted in self-contained intensive language centres. In other States, there were relatively large Contingency Program units in some schools and small units in other schools.

The responding teachers were predominantly female, the proportion never falling below three-quarters in any one State. The median age of the responding teachers was in the low to mid 30s in New South Wales, Victoria and Queensland, but below 30 in Western Australia. Very few of the teachers were over 40 years of age.

Two-thirds of the teachers had been born in Australia. If those born in other English-speaking countries (Britain, Canada, New Zealand and the USA) are added to these, 84 per cent of these Contingency Program teachers were presumably native speakers of English. Only in New South Wales were there significant numbers of teachers (about 30 per cent) born in non-English-speaking European countries or in Asia. Seven teachers had been resident in Australia for only one or two years; four

Table 9.9

Characteristics of teachers responding to questionnaire: school size, sex, age, country of birth, length of residence in Australia, and proficiency in languages other than English

|                                                   | NSW | Vic. | Qld | WA | SA | ACT | Total |
|---------------------------------------------------|-----|------|-----|----|----|-----|-------|
| Number of teachers responding                     | 35  | 50   | 13  | 11 | 2  | 2   | 113   |
| Numbers of teachers responding per school         |     |      |     |    |    |     |       |
| Highest                                           | 6   | 12   | 4   | 6  | 2  | 2   |       |
| Median                                            | 2   | 10   | 2   | 2  | 2  | 2   |       |
| Lowest                                            | 1   | 2    | 1   | 1  | 2  | 2   |       |
| Sex of teachers                                   |     |      |     |    |    |     |       |
| Female                                            | 25  | 43   | 13  | 9  | 2  | 1   | 93    |
| Male                                              | 9   | 7    | —   | 2  | —  | 1   | 19    |
| Not stated                                        | 1   | —    | —   | —  | —  | —   | 1     |
| Age of teachers                                   |     |      |     |    |    |     |       |
| 23 years or less                                  | 2   | 9    | 1   | 3  | —  | —   | 15    |
| 24 to 29 years                                    | 14  | 13   | 3   | 4  | 2  | —   | 36    |
| 30 to 39 years                                    | 14  | 22   | 7   | 3  | —  | —   | 46    |
| 40 to 49 years                                    | 2   | 5    | 2   | 1  | 1  | —   | 11    |
| 50 years or more                                  | 2   | —    | —   | —  | 1  | —   | 3     |
| Not stated                                        | 1   | 1    | —   | —  | —  | —   | 2     |
| Teacher's country of birth                        |     |      |     |    |    |     |       |
| Australia                                         | 19  | 36   | 12  | 6  | 4  | —   | 77    |
| Other English-speaking countries                  | 5   | 9    | 1   | 3  | —  | —   | 18    |
| Europe (excluding UK)                             | 4   | 1    | —   | —  | —  | —   | 5     |
| South Asia, Middle East                           | 3   | 1    | —   | 1  | —  | —   | 5     |
| South-East Asia                                   | 3   | 2    | —   | 1  | —  | —   | 6     |
| Not stated                                        | 1   | 1    | —   | —  | —  | —   | 2     |
| Length of residence in Australia                  |     |      |     |    |    |     |       |
| 1 or 2 years                                      | 4   | 2    | —   | 1  | —  | —   | 7     |
| 3 or 4 years                                      | 1   | 1    | —   | —  | —  | —   | 2     |
| 5 years or more                                   | 29  | 46   | 13  | 10 | 4  | —   | 102   |
| Not stated                                        | 1   | 1    | —   | —  | —  | —   | 2     |
| Proficiency in languages other than English       |     |      |     |    |    |     |       |
| Not proficient in another language                | 19  | 37   | 8   | 6  | 2  | —   | 72    |
| Proficient in one or more European languages      | 9   | 6    | 3   | 4  | 1  | —   | 23    |
| Proficient in one or more Asian languages         | 2   | 4    | 1   | —  | —  | —   | 7     |
| Proficient in European and Asian language(s)      | 1   | 1    | —   | —  | 1  | —   | 3     |
| Proficient in other combinations of languages     | 3   | 2    | 1   | —  | —  | —   | 6     |
| Not stated                                        | 1   | —    | —   | 1  | —  | —   | 2     |
| % proficient in an Asian language                 | 9   | 10   | 8   | —  | 25 | —   | 9     |
| % proficient in any language other than English   | 43  | 26   | 38  | 36 | 50 | —   | 35    |
| % not proficient in a language other than English | 54  | 74   | 62  | 55 | 50 | —   | 64    |

came from English-speaking countries and three from non-English-speaking countries. Almost all of the other teachers had resided in Australia for five years or more.

The majority of the teachers were not proficient in speaking any language other than English. Although the results suggest that more New South Wales than Victorian teachers were proficient in speaking a language other than English, the difference is not statistically significant. In the complete sample of 113 teachers, only one-third were proficient in speaking a language other than English, and only 9 per cent were proficient in speaking an Asian language. Such circumstances underline the need for adequate provision for ethnic aides.

## Qualifications of teachers

### *General educational and professional qualifications*

The level of the highest educational qualification attained by the responding teachers, together with the type, length and area of specialisation of their professional teacher education course is presented in Table 9.10.

**Table 9.10**  
**Educational and professional qualifications of teachers responding to questionnaire**

|                                                     | Number of teachers |      |     |    |            | Total |
|-----------------------------------------------------|--------------------|------|-----|----|------------|-------|
|                                                     | NSW                | Vic. | Qld | WA | SA,<br>ACT |       |
| Highest educational qualification                   |                    |      |     |    |            |       |
| University or college degree                        | 21                 | 17   | 8   | 5  | 1          | 52    |
| 3-year diploma/certificate                          | 10                 | 31   | —   | 6  | 1          | 48    |
| 2-year post-secondary certificate                   | 3                  | 2    | 4   | —  | 1          | 10    |
| Other/not stated                                    | 1                  | —    | 1   | —  | 1          | 3     |
| Type of professional teacher education course       |                    |      |     |    |            |       |
| University                                          | 15                 | 10   | 5   | 2  | —          | 32    |
| CAE or teachers college                             | 20                 | 35   | 6   | 9  | 4          | 74    |
| Other                                               | —                  | 5    | 2   | —  | —          | 7     |
| Length of teacher education course                  |                    |      |     |    |            |       |
| More than 4 years                                   | 6                  | 1    | —   | —  | —          | 7     |
| 4 years                                             | 11                 | 8    | 3   | 3  | —          | 25    |
| 3 years                                             | 10                 | 26   | —   | 7  | 1          | 44    |
| 2 years                                             | 6                  | 6    | 6   | —  | 1          | 19    |
| 1 year                                              | 1                  | 7    | 3   | 1  | 2          | 14    |
| Less than 1 year                                    | 1                  | 1    | —   | —  | —          | 2     |
| Other                                               | —                  | 1    | 1   | —  | —          | 2     |
| Level of specialisation in teacher education course |                    |      |     |    |            |       |
| Mainly infants                                      | 2                  | 7    | 1   | 2  | —          | 12    |
| Mainly primary                                      | 4                  | 28   | 4   | 6  | 3          | 45    |
| Infants and primary                                 | 8                  | 1    | —   | —  | —          | 9     |
| Mainly secondary                                    | 21                 | 13   | 7   | 3  | 1          | 45    |
| Other                                               | —                  | 1    | 1   | —  | —          | 2     |
| Total                                               | 35                 | 50   | 13  | 11 | 4          | 113   |

About half of the responding teachers possessed university or college degrees; most of the remainder had completed a three-year diploma or certificate course at a CAE or teachers college. Professional training had mostly been received at a CAE or teachers college, and was generally of adequate length, given that most of those reporting a professional course of one year's duration would have been secondary teachers who completed a one-year end-on Diploma in Education after completing their first degree. Some 60 per cent of the respondents had undertaken their training at primary and/or infants level, and some 40 per cent at secondary level, but the general pattern was reversed in New South Wales and Queensland where some 60 per cent of the respondents had been trained at secondary level.

**Table 9.11**  
**Training received by responding teachers in the teaching of English as a Second Language**

|                                             | Number of teachers |      |     |    |            | Total |
|---------------------------------------------|--------------------|------|-----|----|------------|-------|
|                                             | NSW                | Vic. | Qld | WA | SA,<br>ACT |       |
| Type of ESL training course                 |                    |      |     |    |            |       |
| University or CAE degree                    | 2                  | 1    | 1   | —  | —          | 4     |
| University diploma/certificate              | 4                  | 7    | 1   | —  | —          | 12    |
| CAE or teachers college diploma/certificate | 9                  | 8    | —   | 1  | 1          | 19    |
| State or Commonwealth Education Department  | 4                  | 4    | 1   | 1  | —          | 10    |
| No accredited training                      | 13                 | 28   | 7   | 8  | 1          | 57    |
| Other training                              | 3                  | 1    | 3   | 1  | 1          | 9     |
| Not stated                                  | —                  | 1    | —   | —  | 1          | 2     |
| Length of ESL training course               |                    |      |     |    |            |       |
| 1 to 4 weeks                                | 4                  | 3    | 6   | 7  | 1          | 21    |
| 2 to 3 months                               | 5                  | 1    | —   | —  | 2          | 8     |
| 4 to 11 months                              | 6                  | 4    | 2   | —  | —          | 12    |
| 1 year or more                              | 7                  | 12   | —   | 1  | —          | 20    |
| No course followed                          | 11                 | 25   | 5   | 3  | 1          | 45    |
| Other/not stated                            | 2                  | 5    | —   | —  | —          | 7     |
| Hours a week of ESL training                |                    |      |     |    |            |       |
| 3 hours or less                             | 4                  | 10   | —   | —  | —          | 14    |
| 4 to 5 hours                                | 3                  | 3    | 2   | 1  | 2          | 11    |
| 5 hours or more                             | 8                  | 6    | 5   | 5  | 1          | 25    |
| Other                                       | 2                  | 1    | 1   | —  | —          | 4     |
| Not stated                                  | 18                 | 30   | 5   | 5  | 1          | 59    |
| Total                                       | 35                 | 50   | 13  | 11 | 4          | 113   |

#### *Training in teaching English as a Second Language*

The information set out in Table 9.11 was obtained in response to questions relating to the type and length of the ESL course followed by the responding teachers, and the actual number of hours a week spent on ESL training in this course.

It is apparent from Table 9.11 that about one-half of the responding teachers had received specific ESL training, mostly in universities or CAEs. About one-third of the teachers in New South Wales, however, and more than half of those in Victoria,

Queensland and Western Australia had no accredited training qualification in ESL. Training courses of four months or longer had mostly been undertaken in universities and CAEs, while those of four weeks or less duration had mostly been provided by the Commonwealth or State Departments of Education. The latter courses, however, had mostly involved five hours or more a week of ESL training, whereas some of the diploma and certificate courses at universities and CAEs had required three hours or less a week, but spread over a much longer period.

#### *Membership in subject associations*

Teachers listed the subject associations (e.g. English Teachers Association, History Teachers Association, ATESL) in which they held membership. Twenty-seven or approximately one-quarter of the 113 teachers were members of such an association, a few being members of two associations. Only very small percentages of the teachers of infant or primary classes belonged to such an association. The percentages of teachers at the secondary school level who were members of a subject association were 26 per cent in NSW of a total of twenty-three, 10 per cent in Victoria (twenty-one), 86 per cent in Queensland (seven), and 67 per cent in Western Australia (three).

#### *Participation in in-service courses*

Information provided by the teachers about the extent of their participation in in-service courses related to their present teaching duties in the Contingency Program is summarised in Table 9.12.

**Table 9.12**  
**Numbers of teachers participating in in-service courses related to the Contingency Program**

|                                                                              | Number of teachers |      |     |    |            | Total |
|------------------------------------------------------------------------------|--------------------|------|-----|----|------------|-------|
|                                                                              | NSW                | Vic. | Qld | WA | SA,<br>ACT |       |
| Extent of participation in in-service courses related to Contingency Program |                    |      |     |    |            |       |
| 1 day                                                                        | 9                  | —    | —   | 1  | —          | 10    |
| 2 to 3 days                                                                  | 6                  | 11   | 2   | 2  | —          | 21    |
| 4 to 5 days                                                                  | 5                  | 12   | —   | 3  | —          | 20    |
| 6 days or more                                                               | 3                  | 17   | 8   | 1  | 1          | 30    |
| Participated, days not stated                                                | —                  | 4    | 1   | 2  | 1          | 8     |
| No participation                                                             | 12                 | 6    | 2   | 2  | 2          | 24    |
| Total                                                                        | 35                 | 50   | 13  | 11 | 4          | 113   |
| % no participation                                                           | 34                 | 12   | 15  | 18 |            | 20    |
| % 3 days or less                                                             | 43                 | 22   | 15  | 27 |            | 27    |
| % 4 days or more                                                             | 23                 | 58   | 62  | 36 |            | 44    |

Of the 113 teachers responding to the questionnaire, some 20 per cent stated that they had not participated in in-service courses related to their present teaching duties in the Contingency Program. The extent of participation in such courses was significantly less among New South Wales teachers than among those from Victoria



and Queensland. Not only had a larger percentage of New South Wales teachers not attended in-service courses, but the courses themselves were of rather shorter duration in New South Wales than in the other States.

Teachers were asked to indicate aspects covered in these courses. The responses of New South Wales teachers suggested that TESL methodology was the predominant concern in courses in that State, with little attention being given to Indo-Chinese background and culture. TESL methodology was a major feature of such courses in Queensland also, though attention was also given to Indo-Chinese culture. Rather more attention was devoted to Indo-Chinese background and culture in the courses taken by the Victorian teachers, though there was still a methodology component. Very few teachers in any of the States made mention of resources and materials development as an area covered in in-service courses.

### Length of teaching experience

Details of the full-time and part-time teaching experience of the responding teachers including their experience in ESL teaching are given in Table 9.13.

**Table 9.13**  
**Number of years of teaching experience**

|                             | Number of teachers |               |                |               |               | Total |
|-----------------------------|--------------------|---------------|----------------|---------------|---------------|-------|
|                             | NSW                | Vic.          | Qld            | WA            | SA,<br>ACT    |       |
| Years of full-time teaching |                    |               |                |               |               |       |
| 6 months or less            | —                  | —             | 1              | 1             | —             | 2     |
| 1 year                      | 3                  | 6             | —              | 1             | —             | 10    |
| 2 years                     | 2                  | 5             | —              | 2             | 1             | 10    |
| 3 years                     | 3                  | 5             | —              | 1             | —             | 9     |
| 4 to 5 years                | 5                  | 12            | 2              | 1             | 2             | 22    |
| 6 to 10 years               | 11                 | 15            | 2              | 3             | 1             | 32    |
| More than 10 years          | 5                  | 3             | 4              | 1             | —             | 13    |
| Other/not stated            | 6                  | 4             | 4              | 1             | —             | 15    |
| Total                       | 35                 | 50            | 13             | 11            | 4             | 113   |
| Median no. of years         | 6 to 10<br>yrs     | 4 to 5<br>yrs | 6 to 10<br>yrs | 3 to 4<br>yrs | 4 to 5<br>yrs |       |

Seventy per cent of the Contingency Program teachers had more than four years of full-time teaching experience, while some 12 per cent had only one year or less. The median number of years shown in Table 9.13 indicates that the Contingency Program classes in each State were mostly taught by experienced teachers. Although the median was lower for the Western Australian teachers, this does not represent a significant difference from the States of New South Wales, Victoria and Queensland in terms of the pattern of years of teaching experience. Of the ninety-eight teachers giving details of their full-time teaching experience, thirty-five also reported having part-time teaching experience ranging from less than six months to more than ten years, but mostly of one year's duration.

The number of years of full-time teaching experience in which the teachers had been engaged wholly or partly in ESL teaching is presented in Table 9.14.

**Table 9.14**  
**Number of years of full-time teaching experience involving ESL**

|                                                      | Number of teachers |               |       |       |            | Total |
|------------------------------------------------------|--------------------|---------------|-------|-------|------------|-------|
|                                                      | NSW                | Vic.          | Qld   | WA    | SA,<br>ACT |       |
| Years of full-time teaching experience involving ESL |                    |               |       |       |            |       |
| 6 months or less                                     | 1                  | —             | 2     | 1     | 1          | 5     |
| 1 year                                               | 8                  | 10            | 2     | 2     | —          | 22    |
| 2 years                                              | 4                  | 15            | —     | 3     | 2          | 24    |
| 3 years                                              | 4                  | 5             | 1     | 1     | 1          | 12    |
| 4 to 5 years                                         | 3                  | 3             | —     | 1     | —          | 7     |
| 6 to 10 years                                        | 3                  | —             | 5     | 1     | —          | 9     |
| More than 10 years                                   | 1                  | —             | 2     | —     | —          | 3     |
| Other/not stated                                     | 11                 | 17            | 1     | 2     | —          | 31    |
| Total                                                | 35                 | 50            | 13    | 11    | 4          | 113   |
| Median no. of years                                  | 2 yrs              | 2 6 to 10 yrs | 2 yrs | 2 yrs | 2 yrs      |       |

In most States, the teachers had, on the average, been partly or wholly involved in ESL teaching for only two years, which was generally considerably less than their total number of years in full-time teaching. In Queensland, however, the pattern differed significantly from that for New South Wales, Victoria and Western Australia. A high proportion of the Queensland teachers were very experienced ESL teachers. Overall, the data suggest that many of the teachers in the program were experienced teachers who had only recently moved into ESL teaching.

Sixteen of the eighty-two teachers responding to the question indicated that they had also had part-time teaching experience in ESL, mostly of one or two years' duration.

The length of time for which the teachers had been teaching refugee students in intensive language classes at their present school/centre and, in addition, at other schools/centres is given in Table 9.15.

About 10 per cent of the total group of teachers had had less than six months experience in teaching refugee students in intensive language classes, while 42 per cent had taught such classes for two years or more. As a group, the Queensland teachers had had rather more experience in teaching refugee students, and New South Wales teachers rather less experience than those in Victoria and Western Australia.

### **Nature of teaching appointment in Contingency Program**

The teachers in the various States reported themselves as holding the following types of teaching appointment.

**Table 9.15**  
**Length of teaching experience with refugee students in intensive language classes**

| <i>Experience in teaching refugee students in intensive language classes</i> | <i>NSW</i>            |                         | <i>Vic.</i>           |                         | <i>Qld</i>            |                         | <i>WA</i>             |                         | <i>SA, ACT</i>        |                         |
|------------------------------------------------------------------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|
|                                                                              | <i>Present school</i> | <i>Total experience</i> | <i>Present school</i> | <i>Total experience</i> | <i>Present school</i> | <i>Total experience</i> | <i>Present school</i> | <i>Total experience</i> | <i>Present school</i> | <i>Total experience</i> |
| <i>Number of teachers</i>                                                    |                       |                         |                       |                         |                       |                         |                       |                         |                       |                         |
| Less than 3 months                                                           | 5                     | 2                       | 3                     | 1                       | —                     | —                       | —                     | —                       | —                     | —                       |
| 3 to 5 months                                                                | 4                     | 5                       | 4                     | 2                       | 3                     | —                       | 1                     | —                       | 2                     | 1                       |
| 6 to 11 months                                                               | 12                    | 11                      | 16                    | 13                      | 1                     | 1                       | 4                     | 4                       | —                     | —                       |
| 1 to 2 years                                                                 | 5                     | 6                       | 12                    | 10                      | 6                     | 3                       | 4                     | 4                       | 1                     | 1                       |
| 2 to 3 years                                                                 | 5                     | 3                       | 15                    | 23                      | 3                     | 1                       | 2                     | 3                       | —                     | 1                       |
| 3 years or more                                                              | 3                     | 7                       | —                     | 1                       | —                     | 8                       | —                     | —                       | —                     | —                       |
| Other                                                                        | 1                     | 1                       | —                     | —                       | —                     | —                       | —                     | —                       | 1                     | 1                       |
| Total                                                                        | 35                    | 35                      | 50                    | 50                      | 13                    | 13                      | 11                    | 11                      | 4                     | 4                       |
| % less than 1 year                                                           | 60                    | 51                      | 46                    | 32                      | 31                    | 8                       | 45                    | 36                      | 50                    | 25                      |

**Table 9.16**  
**Type of teaching appointment**

|                              | Number of teachers |      |     |    |            | Total |
|------------------------------|--------------------|------|-----|----|------------|-------|
|                              | NSW                | Vic. | Qld | WA | SA,<br>ACT |       |
| Type of teaching appointment |                    |      |     |    |            |       |
| Permanent                    | 1                  | 27   | 13  | 1  | 2          | 44    |
| Casual, full time            | 29                 | 5    | —   | 7  | 1          | 42    |
| Casual, part time            | 5                  | —    | —   | —  | —          | 5     |
| Casual, other                | —                  | —    | —   | 2  | 1          | 3     |
| Limited tenure               | —                  | 18   | —   | —  | —          | 18    |
| Other                        | —                  | —    | —   | 1  | —          | 1     |
| Total                        | 35                 | 50   | 13  | 11 | 4          | 113   |

Table 9.16 reveals a major difference in the approaches taken by the various States to staff the Contingency Program. In Queensland and Victoria, the program was largely staffed by permanent teachers, whereas in New South Wales and Western Australia, it was largely staffed by casual teachers.

Twenty-nine of the New South Wales teachers considered their appointment to be on a day-to-day basis, and three on a contract basis of less than six months. Nine of the Victorian teachers considered they were on a contract ranging between six months and twelve months in duration. Four of the Western Australian teachers considered they were on contracts ranging from less than six months to more than twelve months.

Teachers were asked to say whether they would be interested in obtaining a permanent appointment as a teacher in the Contingency Program and in a government or non-government school. Of the teachers who were on casual or limited tenure appointments (thirty-four in New South Wales, twenty-three in Victoria and ten in Western Australia), almost all were interested in obtaining a permanent appointment as a teacher in either the Contingency Program or a government or non-government school. One or two in each of these States were interested in a permanent appointment only in the Contingency Program, and two teachers were only interested in a permanent appointment outside the Contingency Program. Thirty-three of these New South Wales teachers and twenty of these Victorian teachers had applied for permanent appointment, but only four of the Western Australian teachers not permanently employed had made such an application, some of the others merely expressing an interest in doing so. For those teachers with written contracts, the expiry date of their existing term of appointment was given as December 1980 by two New South Wales, eight Victorian and five Western Australian teachers and as May or June 1981 by three Victorian teachers.

The teachers were asked to indicate how certain they were that there would be any teaching position available for them at the beginning of the 1981 school year by marking one of three categories, certain, fairly certain, uncertain. They responded as follows:

|                               | NSW | Vic | Qld | WA | SA | ACT |
|-------------------------------|-----|-----|-----|----|----|-----|
| Holding permanent appointment | —   | 25  | 13  | 2  |    | 2   |
| Certain                       | 7   | 13  | —   | 2  |    | —   |
| Fairly certain                | 14  | 7   | —   | 6  |    | 1   |
| Uncertain                     | 14  | —   | —   | 1  |    | 1   |
| Other                         | —   | 1   | —   | —  |    | —   |
| No answer                     | —   | 4   | —   | —  |    | —   |
| Total                         | 35  | 50  | 13  | 11 |    | 4   |

There was a much greater degree of uncertainty among NSW teachers about continued employment in the Contingency Program in 1981 than among casual or limited tenure teachers in the other States. In response to the question of how much notice they expected to have of a renewal of the appointment for 1981, they responded in the following way:

|                               | NSW | Vic. | Qld | WA | SA, ACT |
|-------------------------------|-----|------|-----|----|---------|
| Holding permanent appointment | —   | 25   | 13  | 2  | 2       |
| 2 months or more              | 4   | 7    | —   | —  | —       |
| Between 1 and 2 months        | 6   | 3    | —   | 2  | 1       |
| 2 to 4 weeks                  | 1   | 2    | —   | 2  | —       |
| 1 to 2 weeks                  | 9   | 2    | —   | —  | —       |
| Less than 1 week              | 11  | 2    | —   | 1  | 1       |
| Other                         | —   | 2    | —   | 1  | —       |
| No answer                     | 4   | 7    | —   | 3  | —       |
| Total                         | 35  | 50   | 13  | 11 | 4       |

By contrast with teachers in other States, teachers in New South Wales characteristically expected very short notice of a renewal of their appointment for 1981.

### Organisation of classes and curriculum

Teachers were asked to indicate the age level of their present students according to the following categories: infants (5 to 8 years), primary (9 to 12 years) and secondary (13+ years). For the total group of 113 teachers, twenty were teaching classes as infants level, twenty-six at primary level and fifty-five at secondary level. In addition, eight teachers stated that they were teaching at both infants and primary levels; for future analysis, they were classified as primary level teachers. Similarly, one person teaching both primary and secondary classes was classified as a secondary level teacher. In terms of these classifications, the total group of 113 teachers therefore comprised twenty teaching at infants level, thirty-four at primary level and fifty-six at secondary level. Three teachers were not readily classifiable at any one of these levels, and were omitted from subsequent analyses. It was necessary to classify teachers in this way because many of the items in the questionnaire dealt with matters such as teaching methods, curricula and resources which could be expected to differ substantially for classes at infants, primary and secondary levels.

### *Curriculum patterns*

Data were obtained from teachers to show the number of different classes they taught, the number of students in each class, the names of the subjects taught to these classes, the number of hours a week devoted to each subject and the average number of days a week on which written homework was required for classes in that subject.

To convey some general impression of curriculum patterns and practices from the large amount of information generated by this series of questions, the results have been presented in Table 9.17 in terms of the median number of class groups being taught English, mathematics, social studies and other subjects by teachers at infants, primary and secondary levels, the median numbers of students being taught these subjects, the median numbers of hours a week being devoted by these teachers to these subjects and the average (mean) number of days a week in which classes in these subjects were required to complete written homework.

An examination of the infants class section of Table 9.17 shows that the Victorian teachers of refugee students were generally involved in teaching one class only, mostly ranging from eleven to twenty students. On average, their curriculum pattern consisted of fourteen hours each week on English/ESL, five hours on mathematics, and five hours on other subjects, with no written homework in any subject. Western Australian teachers at the infants level also generally taught one class only, but Queensland and New South Wales teachers generally spread their teaching effort over two or three classes. Median class size at the infants level was mostly from eleven to twenty in each State. Teachers in New South Wales and Queensland tended to spend more time in teaching English/ESL and less time in teaching mathematics than Victorian teachers, the curriculum pattern for the former States comprising on average some eighteen to nineteen hours of English/ESL, one to two hours of mathematics, and some five hours of other subjects. An n/a entry ('not applicable') in the table indicates that the median was not determinable.

At the primary level, teachers were generally teaching one class only, containing from eleven to twenty students on average, and spending approximately fourteen hours a week in teaching English/ESL, two hours in teaching mathematics (more in Victoria), and three to five hours in teaching other subjects. Only in Queensland did these other subjects include areas listed as history, geography or social studies. Those primary classes which were given written homework were assigned such homework for one night a week, on average, in mathematics, and also in English/ESL. At the secondary level, homework in English/ESL was assigned on two to three nights a week, and slightly less frequently for mathematics in the States with the larger Contingency Program enrolments.

The median number of class groups taught at the secondary level was again one for teachers in most States. In Victoria each teacher taught one class only at this level, while in other States the highest number of different secondary level classes taught ranged from three to six. The median number of students per class at the secondary level was again between eleven and twenty, although English/ESL classes tended to be larger in Queensland and the ACT and larger in Western Australia for 'other subjects'. Teachers of secondary level refugee students in New South Wales, Victoria and Queensland spent on average from twelve to fifteen hours a week on English/ESL, from one to three hours a week on mathematics (except NSW) and some two hours a week on 'other subjects'. In Western Australia and the ACT from twenty to twenty-two hours a week on average were devoted to English/ESL teaching. While some secondary level classes received instruction in social studies/history/geography, the typical curriculum pattern for secondary classes in all States did not provide for specific instruction in such subjects. For classes in which written



homework was required, the average number of hours of written homework per class in New South Wales was about two hours a week in English, one and a half hours in mathematics and one in other subjects. In Victoria, the corresponding figures were two and a half hours in English, one in mathematics and one in other subjects. Considerably more written homework was apparently expected for Queensland classes, comprising about three hours a week in each of English/ESL and mathematics, about one hour a week in social studies/history/geography and about one and a half hours a week in other subjects. In Western Australia and the ACT, less homework was required in English/ESL than in the other States, but considerably more homework was set in mathematics.

Considering curriculum patterns *in toto*, it is apparent that refugee students in the Contingency Program were generally being taught by only one teacher and in classes ranging from eleven to twenty students. Understandably, teaching time was mainly devoted to English/ESL, occupying some 75 per cent of the available hours at the infants level, and generally between 50 per cent and 60 per cent at primary and secondary levels. Mathematics occupied one or two hours a week on average, with a noticeably greater concentration at infants and primary levels in Victoria. Social studies/history/geography did not form part of the typical curriculum at any of the three levels. As might be expected, there was very little requirement for written homework at the infants level, a small requirement in English/ESL and mathematics at the primary level, and considering all subjects, from one to two hours a night per week at the secondary level.

In answer to a question about the source of the ESL curriculum they followed with their classes, the great majority of teachers indicated either that they had designed the curriculum themselves or used a printed or roneoed curriculum prepared within their own school by consulting other teachers. Only seven of the 113 teachers said that they followed a printed or roneoed curriculum provided by a central or regional education office, and most of these were in New South Wales.

#### *Time spent by teachers on various duties*

Teachers were requested to indicate the number of hours a week they spent during school time, and out of school time, on preparation and planning for their teaching, on counselling individual students on their vocational, social and emotional needs, and on extracurricular activities with their students. Their responses are presented in summary form in Table 9.18.

Preparation and planning by teachers in school time occupied, on average, about one hour a week at infants level, two hours a week at primary level and about four hours a week at secondary level. Out of school time, such preparation and planning generally took up an additional five hours a week or more of a teacher's time.

Counselling duties occupied less than two hours on average in school time across the three levels of schooling. This could, however, be an inflated estimate of the actual time involved, since the coding scheme used for this question did not allow a finer breakdown of time. Where the number of responding teachers was sufficiently great to justify the determination of the median hours a week spent on counselling students out of school time, the amount of time devoted to such counselling was similarly small.

The amount of teacher involvement in extra-curricular activities with their refugee students was quite small in school time, and generally non-existent out of school time, except perhaps in Queensland, although the numbers of teachers in these samples were rather too small for much to be made of this result.



Table 9.17

Median number and range of refugee class groups taught in English, mathematics, social studies and other subjects by teachers of classes at infants, primary and secondary levels, together with median number and range of students being taught these subjects, median number and range of hours a week devoted to teaching these subjects, and the mean number of days per week per class in which written homework was required in these subjects

|                                                               | <i>Infants classes</i> |             |            |           | <i>Primary classes</i> |             |            |           |               | <i>Secondary classes</i> |             |            |           |               |
|---------------------------------------------------------------|------------------------|-------------|------------|-----------|------------------------|-------------|------------|-----------|---------------|--------------------------|-------------|------------|-----------|---------------|
|                                                               | <i>NSW</i>             | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>             | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>SA,ACT</i> | <i>NSW</i>               | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>SA,ACT</i> |
| No. of teachers                                               | 5                      | 11          | 2          | 2         | 7                      | 17          | 2          | 6         | 2             | 23                       | 21          | 7          | 3         | 2             |
| (i) English                                                   |                        |             |            |           |                        |             |            |           |               |                          |             |            |           |               |
| Median no. of class groups taught                             | 3                      | 1           | 2          | 1         | 1                      | 1           | 1          | 1         | 2             | 1                        | 1           | 1          | 2         | 5             |
| Range of class groups taught                                  | 1-5                    | 1           | 2-3        | 1         | 1-6                    | 1           | 1          | 1-3       | 2             | 0-4                      | 1           | 0-6        | 1-3       | 5             |
| Median no. of students ♦ taught English/ESL                   | 11-20                  | 11-20       | 11-20      | 11-20     | 11-20                  | 11-20       | 10         | 11-20     | 21-30         | 11-20                    | 11-20       | 20         | 11-20     | 31-40         |
| Range of no. of students taught English/ESL                   | 11-50                  | 11-20       | 11-20      | 11-20     | 11-20                  | <10-30      | <10-20     | <10-30    | 21-30         | 0-75                     | 11-20       | 0-50       | 11-30     | 31-40         |
| Median no. of hours a week English/ESL taught                 | 18                     | 14          | 19         | n/a       | 12                     | 13          | 14         | 15        | 26            | 12                       | 13          | 15         | 20        | 22            |
| Range of hours a week English/ESL taught                      | 13-25                  | 10-20       | 13-26      | n/a       | 7-16                   | 10-19       | 10-17      | 0-26      | 26            | 0-20                     | 6-23        | 0-21       | 3-21      | 20-25         |
| Average days per week per class, written English/ESL homework | 1.2                    | 0           | 1.2        | 0         | .7                     | 2.1         | 3.5        | 1         | 1             | 2                        | 2.5         | 3.1        | 1.2       | 1.8           |

|                                                               | Infants classes |       |      |       | Primary classes |        |        |      |        | Secondary classes |       |      |      |        |
|---------------------------------------------------------------|-----------------|-------|------|-------|-----------------|--------|--------|------|--------|-------------------|-------|------|------|--------|
|                                                               | NSW             | Vic.  | Qld  | WA    | NSW             | Vic.   | Qld    | WA   | SA,ACT | NSW               | Vic.  | Qld  | WA   | SA,ACT |
| (ii) Mathematics                                              |                 |       |      |       |                 |        |        |      |        |                   |       |      |      |        |
| Median no. of class groups taught                             | 1               | 1     | 1    | 1     | 1               | 1      | 1      | 1    | 0      | 0                 | 1     | 1    | 0    | 2      |
| Range of class groups taught                                  | 0-2             | 1     | 0-1  | 1     | 0-1             | 1      | 1      | 0-1  | 0      | 0-5               | 0-1   | 0-5  | 0-5  | 0-5    |
| Median no. of students taught mathematics                     | 11-20           | 11-20 | 10   | 11-20 | 11-20           | 11-20  | 10     | <10  | 0      | 0                 | 11-20 | 10   | 0    | 20     |
| Range of no. of students taught mathematics                   | 0-20            | 11-20 | 0-20 | 11-20 | 0-20            | <10-30 | <10-20 | 0-20 | 0      | 0-100+            | 0-30  | 0-30 | 0-75 | 0-40   |
| Median no. of hours a week mathematics taught                 | 1-3             | 4-6   | 1    | n/a   | 1-3             | 4-6    | 1-3    | 1-3  | 0      | 0                 | 1-3   | 1    | 0    | 1      |
| Range of hours a week mathematics taught                      | 0-6             | 1-6   | 0-3  | n/a   | 0-6             | 1-6    | 1-3    | 0-6  | 0      | 0-18              | 0-9   | 0-15 | 0-12 | 0-3    |
| Average days per week per class, written mathematics homework | 0               | 0     | 0    | 0     | .7              | .7     | 1      | 0    | 0      | 1.6               | .7    | 2.8  | 5    | 5      |
| (iii) Social studies                                          |                 |       |      |       |                 |        |        |      |        |                   |       |      |      |        |
| Median no. of class groups taught                             | 0               | 0     | 0    | 0     | 0               | 0      | 1      | 0    | 0      | 0                 | 0     | 0    | 0    | -      |
| Range of class groups taught                                  | 0-1             | 0-1   | 0    | 0     | 0-1             | 0-1    | 1      | 0-1  | 0      | 0-6               | 0-1   | 0-1  | 0    | 0-5    |
| Median no. of students taught social studies                  | 0               | 0     | 0    | 0     | 0               | 0      | 10     | 0    | 0      | 0                 | 0     | 0    | 0    | -      |
| Range of no. of students taught social studies                | 0-20            | 0-20  | 0    | 0     | 0-20            | 0-20   | <10-20 | 0-20 | 0      | 0-100+            | 0-20  | 0-30 | 0    | 0-40   |
| Median no. of hours a week social studies taught              | 0               | 0     | 0    | 0     | 0               | 0      | 3.5    | 0    | 0      | 0                 | 0     | 0    | 0    | -      |

|                                                                     |       |       |      |       |       |        |        |      |   |        |       |      |       |      |
|---------------------------------------------------------------------|-------|-------|------|-------|-------|--------|--------|------|---|--------|-------|------|-------|------|
| Range of hours per week social studies taught                       | 0-3   | 0     | 0    | 0     | 0-3   | 0-6    | 1-6    | 0-10 | 0 | 0-18   | 0-6   | 0-3  | 0     | 0-3  |
| Average days per week per class, written social studies homework    | 0     | 0     | 0    | 0     | 0     | 0      | 0      | 0    | 0 | .4     | .3    | .7   | 0     | 1.0  |
| (iv) Other subjects                                                 |       |       |      |       |       |        |        |      |   |        |       |      |       |      |
| Median no. of class groups taught                                   | 1     | 1     | .5   | 1     | 1     | 1      | 1      | 0    | 0 | 1      | 1     | 1    | 1     | -    |
| Range of class groups taught                                        | 0-5   | 0-1   | 0-1  | 1     | 0-1   | 1      | 1      | 0-1  | 0 | 0-7    | 0-1   | 0-2  | 0-4   | 0-5  |
| Median no. of students taught other subjects                        | 11-20 | 11-20 | 10   | 11-20 | 11-20 | 11-20  | 10     | 0    | 0 | 11-20  | 11-20 | 10   | 31-40 | -    |
| Range of no. of students taught other subjects                      | 0-30  | 0-20  | 0-20 | 11-20 | 0-20  | <10-30 | <10-20 | 0-20 | 0 | 0-100+ | 0-20  | 0-30 | 0-75  | 0-40 |
| Median no. of hours a week other subjects taught                    | 4-6   | 4-6   | 4.5  | n/a   | 4-6   | 4-6    | 3.5    | 0    | 0 | 1-3    | 1-3   | 1-3  | 1-3   | -    |
| Range of hours a week other subjects taught                         | 0-9   | 0-9   | 0-9  | n/a   | 0-9   | 1-9    | 1-6    | 0-12 | 0 | 0-21   | 0-9   | 0-6  | 0-6   | 0-6  |
| Average days per week per class, written homework in other subjects | 0     | 0     | 0    | 0     | 0     | 0      | 0      | 0    | 0 | .3     | .4    | 1.4  | 1.0   | .4   |

Table 9.18

Median hours a week spent by teachers on preparation and planning, on counselling students, and on extra-curricular activities

|                                        | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|----------------------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                                        | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers                        | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| <i>Preparation and planning</i>        |                |             |            |           |                |             |            |           |                  |             |            |           |
| Median hours a week in school time     | 1              | 3           | 1.5        | <1        | 1.5            | 2           | 1.5        | 4         | 5                | 4.5         | 2          | 3         |
| Median hours a week out of school time | 5              | >5          | 5          | >5        | >5             | 5           | >5         | >5        | 5                | >5          | 2.5        | 4         |
| <i>Counselling</i>                     |                |             |            |           |                |             |            |           |                  |             |            |           |
| Median hours a week in school time     | 2              | <2          | 1          | 2         | <2             | <2          | 1.5        | <2        | <2               | <2          | 1          | <2        |
| Median hours a week out of school time | n/a            | n/a         | n/a        | n/a       | 2              | <2          | n/a        | <2        | <2               | <2          | <2         | <2        |
| <i>Extra-curricular activities</i>     |                |             |            |           |                |             |            |           |                  |             |            |           |
| Median hours a week in school time     | 0.5            | —           | n/a        | —         | 1              | 1           | —          | 0.5       | —                | —           | 0.5        | 1         |
| Median hours a week out of school time | —              | —           | 3          | n/a       | —              | —           | 2          | —         | —                | —           | 0.5        | 1         |

## Method or approach to the teaching of ESL

Teachers were asked to indicate which of various people or agencies was the *most important* in influencing the methods or approaches they followed in the way they taught ESL to their class. The alternatives offered were the principal of the school, the teacher-in-charge of the language centre, the staff involved in teaching refugee children in the school/centre, their own training and experience, the State or regional co-ordinator of the Contingency Program for Refugee Children, State and/or regional consultants on multicultural or ethnic education, the then Commonwealth Department of Education's Language Teaching Branch, or other to be specified. Most claimed that the approaches followed were based on their own training and experience, and most of the remainder attributed their approach to the staff involved in teaching refugee children in their school/centre. Only one teacher mentioned the co-ordinator of the Contingency Program, two mentioned State or regional consultants, and none referred to the Language Teaching Branch.

The extent to which teachers used various specified approaches in their ESL instruction is set out in Table 9.19. They were asked to indicate whether the approach was used often, sometimes, rarely or never. When the 'often' and 'sometimes' responses were combined, there was very little variation in the incidence of reported use of these approaches between States or between levels. Table 9.19 has therefore been drawn up in terms of the degree to which the approaches were used often, to reveal differences in the emphasis given to particular approaches in different States and at infants, primary and secondary levels. Teachers were able to indicate other types of activities not listed in the question; these could be best classified as reading activities and listening activities.

Table 9.19 reveals a substantial use of whole class instruction at the infants and primary levels, but a predominant use of small group instruction and individual tutoring in ESL. At the secondary level, whole class instruction was the predominant practice, with reduced emphasis on small group instruction and individual tutoring. In the area of oral activities, conversation and discussion were employed frequently in ESL teaching at each of the three levels. Activities used widely at the infants and primary levels but less frequently at secondary level included role play and mime, songs and rhymes, and language, games and play activities. In some States, reading aloud was used to an increased extent at the secondary level.

Among written activities, as might be expected, handwriting practice was more in evidence at infants and primary levels than at the secondary level. Short written exercises involving one to two sentences were employed frequently at all levels. Longer written exercises such as essays were not used to any great extent by the teachers, and not even at the secondary level.

Spelling, grammar and usage and punctuation exercises were in frequent use at primary and particularly secondary levels, but in general in less frequent use at infants level. Particular approaches to ESL teaching such as 'The Silent Way' were apparently followed by only a few Victorian teachers in the sample. Teachers in New South Wales and Queensland mentioned additional listening activities to a greater extent than did those in other States.

The proportion of time teachers spent in their ESL classes on teaching oral language (speaking and listening) compared with written language (reading and writing) was ascertained at different stages of the ESL program — during the first month, the third month and the sixth month. For those teachers providing the information, the median ratios of oral to written language are presented in Table 9.20.

**Table 9.19**  
**Incidence of teachers' use of specified activities and approaches in ESL instruction**

|                                    | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|------------------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                                    | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers                    | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| <i>Form of instruction</i>         |                |             |            |           |                |             |            |           |                  |             |            |           |
| Whole class instruction            | xx             | xx          | xx         | xx        | x              | xx          | xx         | xx        | xxx              | xxx         | xxx        | xxx       |
| Small group instruction            | xxx            | xx          | xxx        | xxx       | xxx            | xx          | xxx        | xxx       | x                | x           | xx         | —         |
| Individual tutoring                | xxx            | xx          | —          | xx        | xxx            | xx          | xx         | xxx       | x                | x           | x          | xxx       |
| Other form of instruction          | —              | —           | —          | —         | —              | x           | x          | —         | —                | x           | —          | —         |
| <i>Oral activities</i>             |                |             |            |           |                |             |            |           |                  |             |            |           |
| Dialogues for modelling            | xxx            | xx          | —          | —         | x              | x           | xx         | xx        | xx               | xx          | xx         | x         |
| Role play/mime                     | xxx            | xx          | xx         | xx        | —              | x           | xx         | xxx       | x                | x           | x          | —         |
| Conversation/discussion            | xxx            | xxx         | xx         | xxx       | xxx            | xxx         | xx         | xxx       | xxx              | xxx         | xx         | xx        |
| Songs and rhymes                   | xxx            | xxx         | xxx        | xxx       | x              | xx          | xxx        | xx        | x                | x           | —          | xx        |
| Language games/play activities     | xx             | xx          | xxx        | xxx       | xx             | xxx         | xxx        | xxx       | x                | x           | —          | —         |
| Reading aloud                      | xxx            | xx          | —          | —         | x              | xx          | xxx        | x         | xx               | xxx         | x          | xxx       |
| Other oral activities              | —              | x           | —          | —         | —              | —           | x          | —         | x                | x           | x          | x         |
| <i>Written activities</i>          |                |             |            |           |                |             |            |           |                  |             |            |           |
| Handwriting practice               | xxx            | xx          | xxx        | xx        | xx             | xx          | xx         | —         | x                | x           | x          | —         |
| Short exercises (1 to 2 sentences) | xxx            | xx          | xx         | —         | xx             | xxx         | xxx        | xxx       | xx               | xx          | xx         | xxx       |
| Longer exercises e.g. essays       | x              | —           | —          | —         | xx             | x           | —          | x         | —                | x           | —          | —         |
| Dialogues for oral use             | —              | x           | —          | —         | x              | x           | —          | x         | x                | x           | x          | —         |
| Other written activities           | x              | x           | —          | —         | x              | x           | xx         | —         | x                | x           | x          | —         |
| <i>Formal features of English</i>  |                |             |            |           |                |             |            |           |                  |             |            |           |
| Spelling                           | xxx            | x           | —          | —         | xx             | xx          | xxx        | xx        | xx               | xx          | x          | xx        |
| Grammar and usage                  | xx             | x           | —          | —         | xx             | xx          | —          | xxx       | xx               | xxx         | xxx        | xxx       |
| Punctuation                        | x              | —           | —          | —         | xx             | xx          | —          | x         | xx               | xx          | xx         | xx        |
| Other formal features              | —              | —           | —          | —         | —              | —           | —          | —         | —                | x           | —          | —         |
| <i>Other techniques</i>            |                |             |            |           |                |             |            |           |                  |             |            |           |
| 'The Silent Way'                   | —              | —           | —          | —         | —              | —           | —          | —         | —                | x           | —          | —         |

|                                  |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Drama                            | - | - | - | - | - | - | - | - | - | - | - | - |
| Language experience approach     | x | - | - | - | - | x | - | - | - | - | - | - |
| Functional notional approach     | - | - | - | - | - | x | - | - | - | x | - | - |
| <i>Other types of activities</i> |   |   |   |   |   |   |   |   |   |   |   |   |
| Reading activities               | x | - | - | - | - | - | - | - | x | - | x | - |
| Listening activities             | x | - | - | x | x | - | x | - | x | - | x | - |

- Activity used rarely or never

x Activity used often by less than one-third of teachers

xx Activity used often by one-third to less than two-thirds of teachers

xxx Activity used often by two-thirds or more of teachers



In this table, an entry of 2.5, for instance, means that the amount of instruction in oral language was two and a half times as great as that in written language.

The ratio of time spent on oral as against written language in ESL instruction was 2.5 to 1 or greater in the first month at infants, primary and secondary levels. This ratio decreased by the third month except in New South Wales, where the emphasis on oral language continued at each of the three levels. By the sixth month in the program, oral language was generally receiving either one and a half times the time spent on written language or an equal amount of time.

It was thought that some indication of the amount of time teachers devoted to various aspects of ESL in the classroom would be useful. They were therefore asked to state for how many hours each week each of the following aspects formed the primary focus of their classroom lessons:

- ☐ oral/aural skills (e.g. fluency, pronunciation, oral communication activities);
- ☐ written language skills (e.g. reading comprehension, guided writing activities, literacy teaching);
- ☐ grammatical aspects of language (e.g. structural patterns, grammar exercises);
- ☐ survival language skills (e.g. language for requesting information, seeking confirmation, apologising);
- ☐ vocabulary acquisition (e.g. general or subject-specific vocabulary);
- ☐ general non-language skills (e.g. teaching numeracy, supplying orientation information about the school/centre routine and about life in Australia); and
- ☐ other aspects to be specified.

The median number of hours a week and the range of hours a week spent by the relevant subgroups of teachers in each State on each of these aspects are set out in Table 9.21, except for the category of other aspects to be specified, for which too few of the teachers provided information.

Oral/aural skills and written language skills formed the primary classroom focus of instruction for some ten hours a week on average, split approximately equally across the two types of skill. Grammatical aspects of language occupied from one and a half to two hours a week at the infants and primary levels, and in most States a little more than this at secondary level. About two to three hours a week were allocated to survival language skills at each of the three levels of schooling. Vocabulary acquisition occupied about four hours a week at the infants level, two to three hours at the primary level (more in Western Australia) and between one and three hours on average at the secondary level, where vocabulary was presumably expected to be acquired incidentally to a greater extent.

The time for which general non-language skills formed the primary focus of instruction ranged on average from three to four hours at infants and primary level, but decreased to about two hours at secondary level.

The types of ESL language learning exercises or activities which teachers usually asked students to do at home are set out in Table 9.22 for the four States with larger numbers of responding teachers. Since the number of teachers in several of the subcategories was still very small, percentages of responding teachers have not been indicated; instead the presentation of the results has been simplified to convey a general impression. A dash in Table 9.22 indicates that the activity was not marked by the teachers in the relevant subgroup; one cross indicates that it was marked by 50 per cent of teachers or less, and two crosses that it was marked by more than 50 per cent of teachers.

**Table 9.20**

**Median ratios of oral to written language reported by teachers in their ESL instruction during first, third and sixth months of Contingency Program course**

|                         | <i>Infants</i> |                |                |                | <i>Primary</i> |                |                |                | <i>Secondary</i> |                |                |                |
|-------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|----------------|----------------|----------------|
|                         | <i>N(a)</i>    | <i>Month 1</i> | <i>Month 3</i> | <i>Month 6</i> | <i>N(a)</i>    | <i>Month 1</i> | <i>Month 3</i> | <i>Month 6</i> | <i>N(a)</i>      | <i>Month 1</i> | <i>Month 3</i> | <i>Month 6</i> |
| New South Wales         | 5(5)           | 2.5            | 2.5            | 1              | 7(4)           | 4.5            | 2.5            | 1.5            | 23(17)           | 2.5            | 2.5            | 1.5            |
| Victoria                | 11(8)          | 2.5            | 1.5            | 1.5            | 17(15)         | 2.5            | 2.5            | 1              | 21(18)           | 2.5            | 1              | 1              |
| Queensland              | 2(2)           | 2.5            | 1.5            | 1.5            | 2(2)           | 2.5            | 1.5            | 1              | 7(4)             | 2.5            | 1.5            | .7             |
| Western Australia       | 2(1)           | n/a            | 2.5            | n/a            | 6(5)           | 3.5            | 1              | 1.5            | 3(3)             | 2.5            | 1              | 1              |
| South Australia and ACT | —              | —              | —              | —              | 2(2)           | 2.5            | 1              | 1              | 2(2)             | 4.5            | 2.5            | 2.5            |

(a) Number of teachers providing the information given in parentheses.

Table 9.21

Median number and range of hours a week in which various aspects and skills formed the primary classroom focus of the instruction offered by teachers

|                                    | <i>Infants</i> |            |            |           | <i>Primary</i> |            |            |           | <i>Secondary</i> |            |            |           |
|------------------------------------|----------------|------------|------------|-----------|----------------|------------|------------|-----------|------------------|------------|------------|-----------|
|                                    | <i>NSW</i>     | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers                    | 5              | 11         | 2          | 2         | 7              | 17         | 2          | 6         | 23               | 21         | 7          | 3         |
| <i>Oral/Aural skills</i>           |                |            |            |           |                |            |            |           |                  |            |            |           |
| Median hours a week                | 4.5            | 4.5        | 6.5        | n/a       | 3.5            | 5.5        | 4.5        | 7         | 4.5              | 5.5        | 5.5        | 7         |
| Range hours a week                 | 3-10           | 1-10       | -          | n/a       | 2-10           | 1-15       | 4-5        | 4-10      | 1-10             | 3-15       | 1-7        | 4-10      |
| <i>Written language skills</i>     |                |            |            |           |                |            |            |           |                  |            |            |           |
| Median hours a week                | 6              | 4.5        | 6.5        | n/a       | 4.5            | 4.5        | 4.5        | 4.5       | 3                | 4.5        | 6.5        | 5.5       |
| Range hours a week                 | 1-15           | 2-5        | -          | n/a       | 1-10           | 2-10       | 4-5        | 3-5       | 1-10             | 2-7        | 4-15       | 4-7       |
| <i>Grammatical aspects</i>         |                |            |            |           |                |            |            |           |                  |            |            |           |
| Median hours a week                | 2              | 1.5        | n/a        | n/a       | 1.5            | 2          | 2          | 3.5       | 2                | 4.5        | 2.5        | 4.5       |
| Range hours a week                 | 2-2            | 1-2        | n/a        | n/a       | 1-5            | 1-5        | 2-2        | 3-5       | 1-10             | 2-7        | 1-5        | 4-5       |
| <i>Survival language skills</i>    |                |            |            |           |                |            |            |           |                  |            |            |           |
| Median hours a week                | 3              | 3          | 3          | n/a       | 2              | 2          | 3          | 3.5       | 2                | 3          | 4.5        | 3         |
| Range hours a week                 | 2-3            | 1-5        | 3-3        | n/a       | 1-5            | 1-5        | 3-3        | 1-5       | 1-5              | 1-10       | 4-5        | 3-3       |
| <i>Vocabulary acquisition</i>      |                |            |            |           |                |            |            |           |                  |            |            |           |
| Median hours a week                | 4.5            | 4.5        | 3          | n/a       | 2              | 3.5        | 2          | 5.5       | 1                | 3          | 1.5        | 2         |
| Range hours a week                 | 4-5            | 4-7        | 3-3        | n/a       | 1-3            | 2-15       | 2-2        | 4-7       | 1-7              | 1-7        | 1-2        | 2-2       |
| <i>General non-language skills</i> |                |            |            |           |                |            |            |           |                  |            |            |           |
| Median hours a week                | 3              | 3          | 3          | n/a       | 3.5            | 4.5        | 3          | 4.5       | 2                | 2          | 2.5        | 2         |
| Range hours a week                 | 1-7            | 2-5        | 3-3        | n/a       | 1-7            | 1-5        | 3-3        | 1-5       | 1-3              | 1-7        | 1-5        | 2-2       |

**Table 9.22**  
**Types of ESL language learning exercises or activities set for homework**

|                                | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|--------------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                                | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers                | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| Type of activity               |                |             |            |           |                |             |            |           |                  |             |            |           |
| Drawing diagrams, pictures     | xx             | —           | x          | —         | x              | x           | x          | —         | x                | x           | x          | x         |
| Written grammatical exercises  | x              | —           | —          | —         | x              | x           | xx         | x         | xx               | xx          | xx         | xx        |
| Preparatory class reading      | x              | —           | x          | —         | x              | x           | x          | x         | x                | x           | x          | x         |
| Dialogues                      | x              | —           | —          | —         | —              | —           | x          | x         | x                | x           | —          | x         |
| Dictionary consulting          | —              | x           | —          | —         | x              | x           | x          | x         | x                | x           | x          | —         |
| Paragraph/essay writing        | —              | x           | —          | —         | x              | x           | —          | —         | x                | x           | xx         | xx        |
| Oral revision of class work    | x              | —           | x          | —         | x              | x           | xx         | x         | xx               | xx          | x          | x         |
| Written revision of class work | x              | —           | x          | —         | xx             | x           | x          | x         | x                | x           | xx         | x         |
| Collection of materials        | xx             | —           | x          | —         | x              | x           | —          | x         | x                | x           | x          | x         |
| Other activities               | —              | —           | —          | —         | x              | x           | xx         | x         | x                | x           | x          | x         |

**Table 9.23**  
**Type and frequency of assessment used by teachers in ESL**

|                            | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|----------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                            | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers            | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| Use of formal assessment   |                |             |            |           |                |             |            |           |                  |             |            |           |
| Often                      | —              | 2           | —          | —         | 1              | 1           | —          | —         | 6                | 4           | 2          | —         |
| Sometimes                  | 4              | 1           | 1          | —         | 4              | 7           | 1          | 2         | 9                | 10          | 3          | 2         |
| Rarely/never               | 1              | 5           | 1          | 1         | 1              | 7           | 1          | 4         | 3                | 4           | 1          | 1         |
| Other/no answer            | —              | 3           | —          | 1         | 1              | 2           | —          | —         | 5                | 3           | 1          | —         |
| Use of informal assessment |                |             |            |           |                |             |            |           |                  |             |            |           |
| Often                      | 4              | 10          | 2          | 1         | 7              | 15          | 2          | 5         | 14               | 16          | 4          | 3         |
| Sometimes                  | 1              | 1           | —          | —         | —              | 2           | —          | 1         | 5                | 3           | 3          | —         |
| Rarely/never               | —              | —           | —          | —         | —              | —           | —          | —         | 1                | —           | —          | —         |
| Other/no answer            | —              | —           | —          | 1         | —              | —           | —          | —         | 3                | 2           | —          | —         |

At the infants level, little if any homework was required in Victoria, and there was little difference in the nature of the activities followed in New South Wales and Queensland. The nature and frequency of activities were also similar for the four States at the primary level, which reflects more emphasis on most activities than at the infants level, but particularly on written grammatical exercises, dictionary consulting and oral and written revision of classwork. This trend continued through to the secondary level, where the nature and frequency of activities remained similar across the four States, with an increasing emphasis on written grammatical exercises, paragraph and essay writing, and oral and written revision of classwork.

Teachers were asked to indicate the extent to which they used formal and informal methods to assess the progress of their students in ESL. Their responses are set out in Table 9.23.

Assessment in ESL was clearly mostly of an informal type, but there was some use of formal assessment at the primary level and rather more use of this type of assessment at the secondary level. The number of teachers using particular forms of assessment are given in Table 9.24.

Rating of oral language was a common form of assessment at infants, primary and secondary levels. Dictation was in common use at the secondary level and at infants and primary levels in New South Wales and Queensland. Reading comprehension exercises were also in common use as a method of assessment at primary and secondary levels, and at the infants level in New South Wales. The latter State was the only State which made any significant use of standardised reading tests as a method of assessment. Tests in grammar were applied by about half of the teachers at the secondary level.

## **Resources and materials**

### *Availability and use of resources and materials in school*

For each of a number of listed items, teachers were asked to indicate whether the item was available to them for their sole use or to be shared with other classes, and whether they used that item often, sometimes, or rarely or never. Their responses to this question are summarised in Tables 9.25(a) and 9.25(b). The first row under each item shows the number of teachers reporting that item to be available, and the number (in parentheses) of these teachers indicating that the item was available for their sole use. The second row under each item shows the number of teachers who claimed to use the item often or sometimes.

Tape recorders and games and blackboards, as might be expected were readily available in all States and were used by most teachers. Overhead projectors were also readily available, but were used rather less by Victorian teachers than by those in other States. Television sets were widely available and were used by substantial numbers of teachers. Filmstrip/slide projectors were readily available at infants and primary level where they received considerable use, but apparently available to only half of the New South Wales and Victorian teachers at the secondary level. Record players and film projectors were available to only about one half of the teachers and were not used by many of these teachers. Radios were reasonably available, but few teachers made use of them. Language masters were available in all States except Victoria, and were used by substantial numbers of teachers. At the secondary level in New South Wales, Queensland and Western Australia, video cassette recorders and monitors were available and were used. Listening posts seemed to be used to a greater extent in Victoria than in the other States, as were mother-tongue books and

**Table 9.24**  
**Number of teachers using various forms of assessment often or sometimes**

|                                 | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|---------------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                                 | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers                 | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| <i>Form of assessment</i>       |                |             |            |           |                |             |            |           |                  |             |            |           |
| Rating of oral language         | 5              | 5           | 2          | 1         | 5              | 10          | 2          | 3         | 15               | 13          | 5          | 2         |
| Dictation                       | 4              | 1           | —          | —         | 4              | 4           | 2          | 2         | 12               | 18          | 6          | 2         |
| Reading comprehension exercises | 5              | 1           | 1          | —         | 2              | 12          | 1          | 6         | 17               | 18          | 7          | 3         |
| Standardised reading tests      | 2              | —           | —          | —         | 1              | 1           | —          | —         | 9                | 1           | —          | —         |
| Grammar tests                   | 3              | —           | —          | —         | 1              | 3           | 1          | 2         | 14               | 11          | 4          | 1         |



other mother-tongue materials. Heat copiers were readily available and generally widely used. Fast tape-copiers and synchro tape filmstrip recorders were available in only a very few schools in any of the States.

In addition to establishing the availability and extent of use of these itemised resources, information was sought on the actual materials used e.g. the particular readers or cassette tapes used by teachers. Teachers were given an example of selected types of resources and were asked to list for each type of resource, the actual names of the items they used most frequently. Many such items were mentioned by only one teacher in a subgroup. Items which were listed relatively frequently are set out below by State and level of student taught (I for Infants, P for Primary, S for Secondary).

#### *Readers*

Learning English in Australia Readers — NSW (2I, 6P, 11S); Victoria (2I, 10P, 12S); WA (2P, 2S); SA (2P); Queensland (2S); ACT (2S)  
Longman's Readers — NSW (8S); Victoria (4S); Queensland (3S)  
P.M. Readers — Victoria (4I, 4P)  
Oxford Structural Readers — NSW (3S); Queensland (2P); ACT (2S)  
Gay Colour — Victoria (3P)  
Hill Readers — Victoria (3S)  
Teacher-compiled Readers — Victoria (6I)

#### *Audio cassettes*

Learning English in Australia Cassettes — NSW (2P); Victoria (6P, 5S); ACT (2S)  
Stories — NSW (4S); Victoria (2S)  
Songs — NSW (3I, 5S); Victoria (3I, 2P, 3S)  
Teacher-compiled Cassettes — NSW (2P); Victoria (3P); WA (2P)

#### *Filmstrips*

Science (animals, flowers etc.) — NSW (2S); Victoria (2I)  
Learning English in Australia Filmstrips — SA (2P); ACT (2S)  
Safety — NSW (2P)

#### *Music cassettes/tapes*

Christmas Songs — NSW (4S); Victoria (3S); Queensland (2P)  
Popular Music — NSW (2P, 2S); Victoria (2S); Queensland (2S)

#### *Games*

Scrabble — NSW (10S); Victoria (5P, 10S); Queensland (4S); SA (2P); ACT (2S)  
Mastermind — NSW (4S); Victoria (5S); SA (2P)  
Jigsaws — NSW (4P); Victoria (3I, 5P, 2S); WA (3S)  
Dominoes — NSW (3P, 3S); Victoria (2P); Queensland (2P); WA (3P)  
Chess — NSW (2P); WA (3S)

#### *Picture sets/posters*

Australian landscapes, animals etc. — NSW (2P, 2S); Victoria (3P, 2S)  
Animals — Victoria (3I, 3S); WA (3P)  
Safety — NSW (2S); Victoria (3P, 3S); ACT (2S)  
Health — NSW (2P); Victoria (2I)

#### *Video cassettes*

Waterloo Street — NSW (5S)  
Playschool — SA (2P); WA (2P)  
Life on Earth — NSW (2S)

Table 9.25(a)

Number of teachers reporting various resource materials as being available and number indicating that they used these materials often or sometimes

|                           | Infants |      |      |      | Primary |       |      |      | Secondary |       |      |      |
|---------------------------|---------|------|------|------|---------|-------|------|------|-----------|-------|------|------|
|                           | NSW     | Vic. | Qld  | WA   | NSW     | Vic.  | Qld  | WA   | NSW       | Vic.  | Qld  | WA   |
| No. of teachers           | 5       | 11   | 2    | 2    | 7       | 17    | 2    | 6    | 23        | 21    | 7    | 3    |
| Record player             |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 3       | 4(1) | 2    | 1    | 4       | 7     | —    | 2    | 9         | 4     | 5(1) | 3    |
| Used often/sometimes      | 2       | 3    | —    | —    | 1       | 3     | —    | —    | 3         | 1     | 1    | —    |
| Tape recorder             |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 3(2)    | 8    | 2(1) | 2(2) | 7(5)    | 16(4) | 1(1) | 6(4) | 18(2)     | 19(1) | 7(4) | 3    |
| Used often/sometimes      | 2       | 6    | 1    | 2    | 6       | 15    | 1    | 4    | 8         | 16    | 6    | 2    |
| Filmstrip/slide projector |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 3       | 5    | 2    | 2    | 7(1)    | 14    | 2(1) | 6(2) | 12        | 11    | 6(2) | 3    |
| Used often/sometimes      | 3       | 2    | 1    | 1    | 5       | 8     | 2    | 3    | 6         | 7     | 2    | 1    |
| Film projector            |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 1       | —    | 2    | 2    | 6       | 4     | 2    | 3    | 10        | 6     | 5(2) | 3    |
| Used often/sometimes      | 1       | —    | 1    | 2    | 3       | 1     | 1    | 1    | 2         | —     | 2    | 1    |
| Overhead projector        |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 3(2)    | 5    | 2(1) | 2(1) | 7(4)    | 15(1) | 2(1) | 5(2) | 18(7)     | 8(1)  | 7(5) | 3(1) |
| Used often/sometimes      | 2       | —    | 1    | 2    | 5       | —     | 2    | 3    | 9         | 3     | 5    | 2    |
| Television set            |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 3(1)    | 11   | 2    | 2(1) | 6       | 17    | 2    | 6    | 16(1)     | 13    | 5(1) | 2    |
| Used often/sometimes      | 3       | 9    | 2    | 2    | 4       | 11    | 2    | 2    | 6         | 5     | 1    | 1    |
| Radio                     |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 1       | 6    | 2    | 2(2) | 5(2)    | 13(2) | —    | 2    | 11(2)     | 9     | 6(2) | 2    |
| Used often/sometimes      | 1       | —    | —    | —    | 1       | 3     | —    | —    | 2         | 4     | 1    | 1    |
| Language master           |         |      |      |      |         |       |      |      |           |       |      |      |
| Availability              | 4(3)    | —    | 2(2) | 2(2) | 7(5)    | 1     | 2(1) | 4(3) | 15(2)     | —     | 5(3) | 3    |
| Used often/sometimes      | 3       | —    | 2    | —    | 5       | —     | 1    | 2    | 6         | —     | —    | 2    |

Table 9.25(b)

Number of teachers reporting various resource materials as being available and number indicating that they used these materials often or sometimes

|                                 | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|---------------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                                 | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers                 | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| Synchro tape filmstrip recorder |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 1              | —           | 2          | 1         | 1              | —           | 1          | 1         | 2                | —           | 2          | —         |
| Used often/sometimes            | —              | —           | 2          | —         | —              | —           | —          | —         | —                | —           | —          | —         |
| Video cassette recorder/monitor |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 1              | 2           | 1          | 2         | 1              | 1           | 1(1)       | 4         | 11(1)            | —           | 5(2)       | 3         |
| Used often/sometimes            | 1              | 2           | —          | 2         | —              | 1           | 1          | 2         | 6                | —           | 3          | 3         |
| Games                           |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 5(3)           | 9(1)        | 1(1)       | 2(2)      | 5(2)           | 15(8)       | 2(1)       | 6(3)      | 17(3)            | 12          | 5(3)       | 2(1)      |
| Used often/sometimes            | 4              | 8           | 1          | 2         | 3              | 15          | 2          | 4         | 11               | 8           | 3          | 2         |
| Blackboard                      |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 5(4)           | 10(7)       | 2(2)       | 2(2)      | 7(6)           | 16(15)      | 2(2)       | 6(4)      | 21(14)           | 17(15)      | 6(6)       | 3(2)      |
| Used often/sometimes            | 4              | 8           | 2          | 2         | 6              | 14          | 2          | 4         | 14               | 16          | 6          | 3         |
| Listening post                  |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 3(1)           | 8           | 2          | 1         | 7(1)           | 15(2)       | 1          | 4(3)      | 10(1)            | 13          | 5(3)       | 2         |
| Used often/sometimes            | 2              | 2           | —          | —         | 4              | 12          | —          | 3         | 2                | 7           | 1          | 1         |
| Heat copier                     |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 3              | 10          | 2          | 2         | 5              | 17(2)       | 2          | 4         | 15               | 14          | 7(1)       | —         |
| Used often/sometimes            | 2              | 8           | 2          | 1         | 5              | 17          | 1          | 1         | 9                | 13          | 6          | —         |
| Fast tape-copier                |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 1              | 1           | 1          | 1         | —              | 3(1)        | 1          | 2         | 2                | 1           | 3(1)       | —         |
| Used often/sometimes            | 1              | 1           | 1          | 1         | —              | 2           | —          | —         | 1                | —           | 2          | —         |
| Mother-tongue books             |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | 2              | 7(2)        | 1          | 1         | 2              | 14(1)       | —          | 2         | 4(1)             | 14(1)       | 3(1)       | —         |
| Used often/sometimes            | 2              | 3           | —          | —         | —              | 12          | —          | —         | 3                | 7           | —          | —         |
| Other mother-tongue materials   |                |             |            |           |                |             |            |           |                  |             |            |           |
| Availability                    | —              | 1           | 1          | 1         | —              | 6(1)        | 1          | 1         | 3                | 7           | 1(1)       | —         |
| Used often/sometimes            | —              | —           | —          | —         | —              | 4           | 1          | —         | 2                | 1           | —          | —         |

### Kits

- Peabody — Queensland (2I, 3P); WA (2P)
- Crosswords — NSW (3S)
- Learning English in Australia Kits — Queensland (2S)
- Language for Learning Cards — Queensland (2P)

### Slide sets

- Road Safety — NSW (2P, 2S)
- Animals — NSW (2S)

### Texts

- Mathematics — NSW (6P, 4S); Victoria (9S); Queensland (2P)
- English — NSW (3S); Victoria (2P); Queensland (2S)
- Science — NSW (2S); ACT (2S)

### References

- Atlas, dictionaries — NSW (2I, 3P, 2S)

The *Learning English in Australia* readers, produced by the Language Teaching Branch of the Department of Education and Youth Affairs were mentioned by a substantial proportion of teachers in most States, while Longman's Readers also seemed reasonably popular among secondary teachers in New South Wales. The Oxford Structural Readers were used by several teachers in a number of States. The range of readers used appeared wider in Victoria than in other States, and it was relatively common for Victorian infants teachers to compile their own readers.

Audio cassettes were mentioned rather less frequently than readers, and often consisted of stories or songs. Learning English in Australia cassettes were in use in most States, but were more in evidence in Victoria. Use was being made of popular music cassettes, particularly at the secondary level, and Christmas song cassettes were mentioned by several teachers, presumably because of their relevance to the time of the year at which the survey was conducted.

Scrabble was the most frequently mentioned game at the secondary level, but Mastermind was fairly widely used. At the primary level, jigsaws and dominoes were relatively well-used games.

Picture sets, posters, video cassettes, kits and slide sets were generally not in common use among any of the subgroups. Textbooks were in common use for mathematics, but were apparently less commonly used for English and science.

### Frequency of excursions

Teachers were asked to indicate how often they took their class out of the school/centre for excursions, such as visits to shops, other schools, museums, galleries, zoos and national parks. Such information was obtained separately for local excursions within walking range of the school/centre, and for excursions requiring transport.

The median frequency of excursions for the various subgroups of teachers are given for both foot and transport excursions in Table 9.26.

On average, the five infants level teachers in New South Wales took their class on a local excursion once every three weeks and on an excursion requiring transport once every eight weeks. Both local and transport excursions occurred more frequently in Victoria than in New South Wales; the greater frequency of excursions in Victoria is confirmed by the student responses reported in Table 8.10. Local and transport excursions occurred quite frequently at infants and primary levels in

Western Australia, South Australia and the ACT. Excursions appear to have occurred far less frequently in Queensland, sometimes less often than once a term, but the sample sizes in Queensland, particularly at the infants and primary level, were very small.

Types of excursions stated by most teachers to be of most value to their class involved visits to places of cultural and historical significance. Approximately one-half of the teachers at infants and primary levels, and one-third at the secondary level, stated that visits to the local area to develop survival skills in their students were also of great value.

#### *Participation with English-speaking groups*

In educational programs for non-English-speaking students, it is generally accepted that providing opportunities to mix with English-speaking students and adults will enhance not only the learning of English by such students but also their social adjustment to the new country. Several questions were therefore included in the Teacher Questionnaire to determine the extent of the refugee students' participation with English-speaking students and their interaction with others in the English-speaking community.

Teachers were asked to indicate how often they arranged for visitors from the local English-speaking community to come to their classroom to interact with students. A summary of the responses to this question appears in Table 9.27.

Table 9.27 reveals that with one notable exception, visits to classrooms from the local English-speaking community were infrequent, mostly less often than once a term. At the secondary level in Queensland, however, visits from the local English-speaking community were on average a regular weekly practice, probably organised as part of an explicit program.

In considering the question of interaction between refugee students and English-speaking students it seemed appropriate to distinguish between occasions involving sport and physical education and other occasions, as participation in sport and physical education seemed more likely to occur naturally in the playground and more likely to be encouraged. When asked to indicate how often their students participated in sports or physical education with English-speaking students from other classes or schools, the teachers provided the information which is summarised in Table 9.28.

Because of the restricted response categories provided for teachers on the questionnaire, the median frequency of participation between the two groups of students in sports or physical education is shown at the infants level, and in some States at the primary level, to be between one and four days. There was thus a fairly frequent opportunity for mixing among these groups. At the primary and secondary levels, this joint participation in sports or physical education was more likely to occur on a weekly basis. In the Victorian and ACT centres the data showed that such participation occurred less often than once a term; indeed, it was unlikely to occur at all, since there were no English-speaking students at these centres.

Similar data are summarised in Table 9.29 for participation in activities other than sports or physical education.

A comparison of Table 9.28 and 9.29 shows that the average (median) frequency of participation between the refugee students and English-speaking students was greater at the infants and primary levels for activities other than sport and physical education than it was for sport and physical education. The two groups of students obviously mixed more freely (every one, two or three days on average) in schools in which English-speaking students were also enrolled. Such participation was not

**Table 9.26**  
**Median frequency in weeks (w) of foot and transport excursions for refugee students**

|                      | <u>NSW</u>  |                  | <u>Vic.</u> |                  | <u>Qld</u>  |                  | <u>WA</u>   |                  | <u>SA,ACT</u> |                  |
|----------------------|-------------|------------------|-------------|------------------|-------------|------------------|-------------|------------------|---------------|------------------|
|                      | <i>Foot</i> | <i>Transport</i> | <i>Foot</i> | <i>Transport</i> | <i>Foot</i> | <i>Transport</i> | <i>Foot</i> | <i>Transport</i> | <i>Foot</i>   | <i>Transport</i> |
| Infants teachers     |             |                  |             |                  |             |                  |             |                  |               |                  |
| No. of teachers      | 5           | 5                | 11          | 11               | 2           | 2                | 2           | 2                | —             | —                |
| Median — once every: | 3w          | 8w               | 2w          | 4w               | 12w         | 6w               | 2w          | 2w               | —             | —                |
| Primary teachers     |             |                  |             |                  |             |                  |             |                  |               |                  |
| No. of teachers      | 7           | 7                | 17          | 17               | 2           | 2                | 6           | 6                | 2             | 2                |
| Median — once every: | 8w          | 12w              | 2w          | 3w               | >12w        | 6w               | 1w          | 1w               | 4w            | 4w               |
| Secondary teachers   |             |                  |             |                  |             |                  |             |                  |               |                  |
| No. of teachers      | 23          | 23               | 21          | 21               | 7           | 7                | 3           | 3                | 2             | 2                |
| Median — once every: | 8w          | 8w               | 4w          | 4w               | >12w        | 12w              | 8w          | 10w              | 3w            | 10w              |

possible in Victorian centres and in secondary level centres in some other States.

Teachers were asked to give examples of activities or situations which they had used to promote interaction between Contingency Program children and English-speaking children from outside the program. Of those teachers responding to this question, at least 70 per cent at infants, primary and secondary levels indicated that interaction was achieved through organised participation in regular school activities such as physical education and music. About one-quarter of the teachers had promoted interaction within the classroom on a one-to-one or small group basis, and a few mentioned that they had promoted informal interaction between the two groups of students in the playground at recess periods.

**Table 9.27**

**Median frequency in weeks (w) of visits to classroom from local English-speaking community**

|                      | NSW  | Vic. | Qld  | WA  | SA,ACT |
|----------------------|------|------|------|-----|--------|
| Infants teachers     |      |      |      |     |        |
| No. of teachers      | 5    | 11   | 2    | 2   | —      |
| Median — once every: | 12w  | >12w | 12w  | 6w  | —      |
| Primary teachers     |      |      |      |     |        |
| No. of teachers      | 7    | 17   | 2    | 6   | 2      |
| Median — once every: | >12w | 12w  | >12w | 12w | >12w   |
| Secondary teachers   |      |      |      |     |        |
| No. of teachers      | 23   | 21   | 7    | 3   | 2      |
| Median — once every: | >12w | >12w | 1w   | 12w | 8w     |

**Table 9.28**

**Median frequency of participation in days (d) or weeks (w) by refugee students with English-speaking students in sports or physical education, as reported by their teachers**

|                      | NSW   | Vic. | Qld   | WA    | SA,ACT |
|----------------------|-------|------|-------|-------|--------|
| Infants teachers     |       |      |       |       |        |
| No. of teachers      | 5     | 11   | 2     | 2     | —      |
| Median — once every: | 1-4 d | (a)  | 1-4 d | 1-4 d | —      |
| Primary teachers     |       |      |       |       |        |
| No. of teachers      | 7     | 17   | 2     | 6     | 2      |
| Median — once every: | 1w    | (a)  | 1w    | 1-4 d | 1-4 d  |
| Secondary teachers   |       |      |       |       |        |
| No. of teachers      | 23    | 21   | 7     | 3     | 2      |
| Median — once every: | 1w    | (a)  | 1w    | 12w   | (a)    |

(a) Less than once a term.

## **Ethnic aides: background and activities**

Information about the ethnic aides employed in the Contingency Program was obtained from the Ethnic Aide Questionnaire completed by fifty-five of the aides (see Table 9.3) and from the responses of 113 Contingency Program teachers to questions



in the Teacher Questionnaire concerning the assistance they received from the aides. Some caution is needed in interpreting some of the information supplied by the aides about their status and duties which conflicts with official information available from State authorities. Such inconsistencies in information could have arisen from the relative complexity of the questionnaire for non-native speakers of English, an incomplete understanding on the part of the aides of the educational structure in their State and a lack of adequate, comprehensible information at the time of their appointment.

**Table 9.29**

**Median frequency of participation in days (d) or weeks (w) by refugee students with English-speaking students in activities other than sports or physical education, as reported by their teachers**

|                      | NSW | Vic. | Qld | WA  | SA,ACT |
|----------------------|-----|------|-----|-----|--------|
| Infants teachers     |     |      |     |     |        |
| No. of teachers      | 5   | 11   | 2   | 2   | —      |
| Median — once every: | 2 d | (a)  | 1 d | 2 d | —      |
| Primary teachers     |     |      |     |     |        |
| No. of teachers      | 7   | 17   | 2   | 6   | 2      |
| Median — once every: | 3 d | (a)  | 2 d | 1 d | 1 d    |
| Secondary teachers   |     |      |     |     |        |
| No. of teachers      | 23  | 21   | 7   | 3   | 2      |
| Median — once every: | 12w | (a)  | (a) | 8w  | (a)    |

(a) Less than once a term/unlikely as no English-speaking students enrolled at centres/schools.

#### *Background characteristics of ethnic aides*

Data given by the ethnic aides about their education and occupation prior to their arrival in Australia, the courses they had taken or were taking in Australia, and their proficiency in speaking and writing Vietnamese, Lao, Hmong, Khmer and various Chinese dialects are summarised in Table 9.30.

Forty-seven per cent of the aides had completed some form of post-secondary education in their own countries, and 91 per cent had completed secondary education or above. Most of the aides could thus be considered to have an adequate level of education for the duties to be performed.

Thirty-one per cent of the aides had been teachers before coming to Australia. An additional 24 per cent had been closely involved with education as home tutors or students. Occupations other than education and clerical work in country of origin ranged through ship's captain, pharmacist, salesperson and farmer to businessman. Fifteen per cent of the aides came from professional backgrounds other than teaching.

A total of twenty-four aides had enrolled in courses in Australia. Of these, 58 per cent had enrolled in English courses, 29 per cent in courses at technical college and 13 per cent in courses at universities or colleges of advanced education. Two aides had enrolled in more than one course at technical college. Of those taking English courses, eleven had completed courses of three months' duration and three had enrolled for English courses between four and twelve months in duration. In Victoria two aides had completed university degrees and were enrolled in Diploma in Education courses.

**Table 9.30****Background characteristics of ethnic aides: education, previous occupation, proficiency in Indo-Chinese languages**

|                                       | NSW | Vic. | Qld | WA | SA | ACT | Total |
|---------------------------------------|-----|------|-----|----|----|-----|-------|
| Number of aides responding            | 20  | 18   | 7   | 7  | 2  | 1   | 55    |
| Education before arrival in Australia |     |      |     |    |    |     |       |
| Some post-secondary                   | 7   | 11   | 2   | 4  | 2  |     | 26    |
| Completed secondary education only    | 11  | 5    | 5   | 2  | 1  |     | 24    |
| Secondary education but not completed | 2   | 2    | —   | 1  | —  |     | 5     |
| Occupation in country of origin       |     |      |     |    |    |     |       |
| Teacher                               | 6   | 8    | 1   | 1  | 1  |     | 17    |
| Home tutor                            | —   | 1    | 1   | —  | —  |     | 2     |
| Student                               | 4   | 4    | 2   | 1  | —  |     | 11    |
| Clerical work                         | 4   | —    | 2   | 1  | —  |     | 7     |
| Other                                 | 6   | 5    | 1   | 4  | 2  |     | 18    |
| Courses taken in Australia            |     |      |     |    |    |     |       |
| Tertiary                              | —   | 2    | 1   | —  | —  |     | 3     |
| Technical college                     | 2   | 2    | 1   | 2  | —  |     | 7     |
| English language courses              | 6   | 5    | 2   | 1  | —  |     | 14    |
| Not indicated                         | 5   | 3    | 1   | 3  | —  |     | 12    |
| No courses taken                      | 7   | 6    | 2   | 1  | 3  |     | 19    |
| Proficient in spoken                  |     |      |     |    |    |     |       |
| Vietnamese only                       | 4   | 8    | 3   | 3  | —  |     | 18    |
| Vietnamese and Chinese                | 12  | 4    | 2   | 4  | 2  |     | 24    |
| Vietnamese, Chinese & Lao             | —   | 1    | —   | —  | —  |     | 1     |
| Vietnamese, Chinese & Khmer           | 1   | —    | —   | —  | —  |     | 1     |
| Vietnamese and Lao                    | —   | 1    | —   | —  | —  |     | 1     |
| Lao only                              | 1   | 2    | —   | —  | 1  |     | 4     |
| Lao and Khmer                         | 1   | —    | —   | —  | —  |     | 1     |
| Lao, Khmer and Chinese                | 1   | —    | —   | —  | —  |     | 1     |
| Khmer only                            | —   | 2    | —   | —  | —  |     | 2     |
| Chinese only                          | —   | —    | 1   | —  | —  |     | 1     |
| Proficient in written                 |     |      |     |    |    |     |       |
| Vietnamese only                       | 5   | 10   | 5   | 3  | —  |     | 23    |
| Vietnamese and Chinese                | 10  | 3    | 1   | 4  | 1  |     | 19    |
| Vietnamese, Chinese & Khmer           | 1   | —    | —   | —  | —  |     | 1     |
| Lao only                              | 1   | 2    | —   | —  | 1  |     | 4     |
| Khmer only                            | 1   | 2    | —   | —  | —  |     | 3     |
| Chinese only                          | 1   | —    | —   | —  | 1  |     | 2     |
| Lao and Chinese                       | 1   | —    | —   | —  | —  |     | 1     |

The definition of proficiency in the Asian languages listed in Table 9.30 was based on the use of four categories in the questionnaire. Responses to categories 1 (Excellent), 2 (Good) and 3 (Fair) were grouped as proficient while category 4 (Poor) and indications that aides did not speak a language at all, were grouped as not

proficient. Table 9.30 shows that Chinese and Vietnamese speakers were represented in all States while responses from Lao and Khmer speakers were received from aides in New South Wales, Victoria and the ACT only. A larger proportion of New South Wales aides were able to speak both Vietnamese and at least one Chinese dialect than was the case in Victoria where comparable numbers of responses to the questionnaire were forthcoming. While this might have suggested a difference in the language needs of each State (i.e. more children for whom Vietnamese is a first language in Victoria than in New South Wales) it was more probably a reflection of a difference in the ethnic backgrounds of aides presenting for employment in the two systems.

#### *Nature of appointment of ethnic aides*

Aides were asked to indicate whether they worked full time or part time, whether their appointment was permanent or casual, and the period of their current appointment. The meaning of the terms 'permanent' and 'casual' was not fully understood by some of the aides, so their appointments will be described in terms of their official status rather than their actual responses.

Full-time or part-time status, as reported by the aides, is set out in Table 9.31.

**Table 9.31**

**Full-time vs part-time status of ethnic aides in government schools in November 1980**

|           | NSW | Vic. | Qld | WA | SA,ACT | Total |
|-----------|-----|------|-----|----|--------|-------|
| Full time | 16  | 18   | 1   | 7  | 2      | 44    |
| Part time | 4   | —    | 6   | —  | 1      | 11    |
| Total     | 20  | 18   | 7   | 7  | 3      | 55    |

Except in Queensland, aides were generally employed on a full-time basis. Almost all of the aides in Victoria held annual contracts. In other States, including New South Wales, appointments were on a casual week-to-week basis.

The years in which aides were appointed to the Contingency Program are shown in Table 9.32.

**Table 9.32**

**Year of appointment to Contingency Program of ethnic aides employed in government schools in 1980**

|                     | NSW | Vic. | Qld | WA | SA,ACT | Total    |
|---------------------|-----|------|-----|----|--------|----------|
| Year of appointment |     |      |     |    |        |          |
| 1978 or before      | 4   | —    | 2   | —  | —      | 6(11%)   |
| 1979                | 1   | 8    | 3   | —  | 1      | 13(24%)  |
| 1980                | 11  | 9    | 2   | 7  | 2      | 31(56%)  |
| Not indicated       | 4   | 1    | —   | —  | —      | 5(9%)    |
| Total               | 20  | 18   | 7   | 7  | 3      | 55(100%) |

**Table 9.33**  
**Self-reported levels of proficiency of ethnic aides in Indo-Chinese languages and English**

|                           |         | <i>Excellent</i> | <i>Good</i> | <i>Fair</i> | <i>Poor</i> | <i>Language not<br/>spoken/written</i> | <i>Total</i> |
|---------------------------|---------|------------------|-------------|-------------|-------------|----------------------------------------|--------------|
| Vietnamese                | Oral    | 30               | 10          | 4           | 2           | 9                                      | 55           |
|                           | Written | 30               | 10          | 3           | 2           | 10                                     | 55           |
| Mandarin                  | Oral    | 15               | 7           | —           | 1           | 32                                     | 55           |
|                           | Written | 15               | 7           | —           | —           | 33                                     | 55           |
| Cantonese                 | Oral    | 20               | 5           | 2           | 2           | 26                                     | 55           |
|                           | Written | 13               | 9           | —           | 1           | 32                                     | 55           |
| Other Chinese<br>dialects | Oral    | 9                | 8           | 1           | 2           | 35                                     | 55           |
|                           | Written | 3                | 4           | —           | 1           | 47                                     | 55           |
| Lao                       | Oral    | 5                | 2           | 1           | 1           | 46                                     | 55           |
|                           | Written | 4                | —           | 1           | —           | 50                                     | 55           |
| Khmer                     | Oral    | 4                | 1           | —           | —           | 50                                     | 55           |
|                           | Written | 4                | —           | —           | —           | 51                                     | 55           |
| English                   | Oral    | 5                | 32          | 17          | 1           | —                                      | 55           |
|                           | Written | 3                | 36          | 15          | 1           | —                                      | 55           |

In general, about half of the aides in those States in which the Contingency Program had been longer established (New South Wales, Victoria and Queensland) and all of the aides in other States had at the most one year's experience in the program. Aides with two or three years' experience were located mainly in New South Wales, Victoria and Queensland.

Thirty-eight per cent of the aides had been in Australia for six to twelve months before their appointment to the Contingency Program; 20 per cent had been in residence for between one and two years, 20 per cent for two years or more, and 20 per cent for less than six months. Apart from the concentration of the latter group in New South Wales, Victoria and Queensland, the period between arrival and appointment was similar for all States. The relatively short period between the arrival of the aides in Australia and their appointment to the program could have been related to the turnover rate among aides but probably reflected sudden, unpredicted demands for aides in response to sudden rises in the numbers of newly arrived students since the demand for the most recently arrived aides was greater in the States with the highest numbers of students.

#### *Proficiency of ethnic aides in Indo-Chinese languages and English*

Aides were requested to indicate their level of oral and of written proficiency in Vietnamese, Lao, Hmong, Khmer, various Chinese dialects to be nominated by themselves, and in English. They were to rate their proficiency in each language in terms of these categories: Excellent, Good, Fair, Poor, or I cannot speak this language.

The self-reported levels of proficiency of the aides in all States are given in Table 9.33. None of the aides was proficient in Hmong.

The ratings given by the aides to their levels of oral and written proficiency were similar in Vietnamese, Mandarin, Khmer and English. In Lao, Cantonese and other Chinese dialects, some considered their oral proficiency to be greater than their written proficiency. Not unexpectedly, there was a general recognition by the aides that they were not as proficient in English as in their native language(s), but two-thirds of them regarded themselves as quite proficient in English. The table gives the impression of an adequate level of competence among the aides in their own languages with some room for improvement in proficiency in English in the interests of the Contingency Program.

The coverage of the various Indo-Chinese languages in each State, as reported by the aides, is shown in Table 9.34.

A high percentage of the aides in each State reported themselves to be proficient in Vietnamese, so Vietnamese students would have experienced little difficulty in communicating through aides. The percentage of aides proficient in Chinese was also high enough in most States to facilitate communication; the relatively low percentage in Victoria is an anomaly, and is contradicted by the more reliable evidence available from the Teacher Questionnaire in the next table.

The extent to which teachers were using the teacher aides in their classes for the different language groups at the time of the survey is shown in Table 9.35.

Of the teachers responding to this question, only one was not using teacher aides for assistance with the Vietnamese language, confirming the conclusion drawn from Table 9.34. Most of these teachers were also receiving assistance from aides in Chinese, and this applied to Victorian teachers also. Some 20 per cent of the New South Wales teachers and some 45 per cent of the Victorian teachers were receiving assistance with the Laotian language. Bilingual teacher aides in Khmer were being used by some 30 per cent of the New South Wales teachers and some 55 per cent of

the Victorian teachers, possibly reflecting a greater proportion of Kampuchean enrolments in Victoria in late 1980. Given the small numbers of aides indicated in Table 9.34 as being proficient in Lao and Khmer, some concentration of their services in a limited number of specific schools/centres in New South Wales and Victoria would have been necessary to make effective use of these aides.

Aides were asked to indicate how often they had language-related problems in explaining things to the teachers of the Contingency Program classes and in understanding what teachers said to them. Their responses are given in Table 9.36.

**Table 9.34**  
**Coverage of Indo-Chinese languages by ethnic aides**

|                        |         | NSW    | Vic.   | Qld | WA | SA, ACT | Total |
|------------------------|---------|--------|--------|-----|----|---------|-------|
| Number of aides        |         | 20     | 18     | 7   | 7  | 3       | 55    |
| Proficient in:         |         | (%)    | (%)    |     |    |         |       |
| Vietnamese             | Oral    | 17(85) | 14(78) | 5   | 7  | 2       | 45    |
|                        | Written | 16(80) | 13(72) | 6   | 7  | 1       | 43    |
| Mandarin               | Oral    | 12(60) | 4(22)  | 2   | 4  | 2       | 24    |
|                        | Written | 12(60) | 4(22)  | 1   | 4  | 2       | 23    |
| Cantonese              | Oral    | 13(65) | 5(28)  | 3   | 4  | 2       | 27    |
|                        | Written | 10(50) | 5(28)  | 2   | 4  | 1       | 22    |
| Other Chinese dialects | Oral    | 8(40)  | 2(11)  | 3   | 3  | 2       | 18    |
|                        | Written | 7(35)  | 1(5)   | 1   | 3  | —       | 12    |
| Lao                    | Oral    | 3(15)  | 4(22)  | —   | —  | 1       | 8     |
|                        | Written | 2(10)  | 2(11)  | —   | —  | 1       | 5     |
| Khmer                  | Oral    | 3(15)  | 2(11)  | —   | —  | —       | 5     |
|                        | Written | 2(10)  | 2(11)  | —   | —  | —       | 4     |

Although such problems were not reported as occurring frequently, the fact that some 40 per cent of the aides considered they occurred sometimes suggests that improved levels of proficiency in the aides' command of English would have been of benefit to the teaching program.

Aides had generally received neither pre-service nor in-service training to assist them with their duties. The only aides who indicated that they had received such in-service training included five from Victoria for from one to five days, two from Queensland for six days, and one from Western Australia for one day.

#### *Duties of ethnic aides*

Aides were asked to give the approximate amount of time in hours or part-hours that they spent on average each day on a given list of activities. The mean number of hours are presented for each State in Table 9.37.

Aides in South Australia and Western Australia, and to a smaller extent in Victoria, seemed to spend most of their time in assisting teachers in the classroom during lessons. By contrast, aides in New South Wales and Queensland spent a much smaller proportion of their time in this way, and relatively more time in such activities as preparing and duplicating lesson material, translating material, interpreting and clerical duties; their role was presumably perceived as one of

**Table 9.35**  
**Number of teachings using teacher aides for various language groups**

|                              | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|------------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                              | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers              | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| No. omitting question        | 2              | —           | —          | —         | 1              | 1           | —          | —         | 10               | 3           | 5          | —         |
| No. using aides for language | 3              | 11          | 2          | 2         | 6              | 16          | 2          | 6         | 13               | 18          | 2          | 3         |
| No. using aides for          |                |             |            |           |                |             |            |           |                  |             |            |           |
| Chinese                      | 2              | 8           | 1          | 2         | 4              | 14          | 2          | 4         | 9                | 11          | 2          | 2         |
| Vietnamese                   | 3              | 11          | 2          | 2         | 6              | 15          | 2          | 6         | 13               | 18          | 2          | 3         |
| Lao                          | 2              | 3           | —          | —         | —              | 6           | 1          | —         | 4                | 11          | —          | —         |
| Khmer                        | 1              | 9           | —          | —         | 3              | 10          | —          | —         | 3                | 6           | —          | —         |



providing general assistance to teachers rather than assistance in actual teaching. No results are presented for the Australian Capital Territory, as only one aide provided data.

Ethnic aides in New South Wales spent more hours on interpreting and translating activities (items (d), (e), (f) and (g) above) than did their counterparts in other States, reinforcing the view of their function as providing general assistance to teachers, schools and language centres. The larger proportion of time spent on other duties in Queensland reflects the use of aides for some library duties in that State.

Teachers also reported on the average number of hours a week that teacher aides provided language assistance (a) in their classroom, (b) in preparing materials for use with their class and (c) in assisting with other activities such as excursions and liaison with parents. The median numbers of hours a week that aides were reported by teachers to be assisting in these ways are given in Table 9.38.

**Table 9.36**  
**Frequency of language-related problems of ethnic aides in giving explanations to teachers and in understanding teachers**

|                   | Explaining<br>to teachers | Understanding<br>teachers |
|-------------------|---------------------------|---------------------------|
| Problems occurred |                           |                           |
| Frequently        | —                         | —                         |
| Sometimes         | 25                        | 19                        |
| Rarely or never   | 30                        | 36                        |
| Total             | 55                        | 55                        |

**Table 9.37**  
**Mean number of hours a day spent by ethnic aides on various activities**

|                                                                      | NSW | Vic. | Qld | SA  | WA  |
|----------------------------------------------------------------------|-----|------|-----|-----|-----|
| No. of aides completing questionnaire                                | 20  | (8)  | 7   | 2   | 7   |
| No. of aides giving estimated hours                                  | 15  | 17   | 5   | 2   | 6   |
| Average number of hours spent each day in:                           |     |      |     |     |     |
| (a) assisting teachers in classrooms during lessons                  | 2.1 | 3.0  | 1.0 | 4.1 | 4.1 |
| (b) preparing and duplicating lesson material                        | .7  | .4   | 1.5 | .6  | .4  |
| (c) preparing classrooms and equipment                               | .6  | .1   | .2  | —   | .3  |
| (d) interpreting for students and teachers outside<br>classroom time | .7  | .4   | .3  | .4  | .5  |
| (e) other interpreting activities                                    | .4  | .3   | .2  | .4  | —   |
| (f) translating lesson material                                      | .5  | .3   | .4  | .4  | .3  |
| (g) translating other material                                       | .6  | .4   | .4  | .4  | .8  |
| (h) clerical duties                                                  | .5  | .4   | .7  | .1  | .1  |
| (i) other duties                                                     | .2  | .2   | .7  | —   | .1  |
| Total                                                                | 6.3 | 5.5  | 5.4 | 6.4 | 6.6 |

It will be noted that the sum of the median hours a week over the three activities falls considerably short of twenty-five hours, which suggests that the duties of teacher aides were spread over two or more classrooms and/or that some were employed on

a part-time basis. In general, aides spent a greater amount of time assisting in the classroom than in preparing materials and engaging in other activities, though consistently with the views of the aides in Table 9.37, this generalisation did not appear to hold for classes at all levels in New South Wales and Queensland. The anomalous figure of 16.5 hours for secondary classes in SA and the ACT presumably results from a situation in which one ACT aide spent the whole time preparing materials.

**Table 9.38**

**Extent (median hours a week) and nature of assistance to teachers from teacher aides**

|                       | <i>Infants</i>         |                  |                        |                         |                 |
|-----------------------|------------------------|------------------|------------------------|-------------------------|-----------------|
|                       | <i>No. of teachers</i> | <i>Classroom</i> | <i>Prep. materials</i> | <i>Other activities</i> | <i>Total(a)</i> |
| New South Wales       | 5                      | 4.5              | 3.5                    | 1.5                     | 10              |
| Victoria              | 11                     | 5                | 0                      | 0                       | 6               |
| Queensland            | 2                      | 6                | 1.5                    | 1                       | 8.5             |
| Western Australia     | 2                      | 3                | 0.5                    | 0.5                     | 4               |
| South Australia & ACT | —                      | —                | —                      | —                       | —               |

  

|                       | <i>Primary</i>         |                  |                        |                         |              |
|-----------------------|------------------------|------------------|------------------------|-------------------------|--------------|
|                       | <i>No. of teachers</i> | <i>Classroom</i> | <i>Prep. materials</i> | <i>Other activities</i> | <i>Total</i> |
| New South Wales       | 7                      | 6                | 2                      | 0                       | 8            |
| Victoria              | 17                     | 4                | 0                      | 1                       | 6            |
| Queensland            | 2                      | n/a              | n/a                    | n/a                     | n/a          |
| Western Australia     | 6                      | 3                | 0                      | 0                       | 3            |
| South Australia & ACT | 2                      | 5                | 1                      | 3                       | 9            |

  

|                       | <i>Secondary</i>       |                  |                        |                         |              |
|-----------------------|------------------------|------------------|------------------------|-------------------------|--------------|
|                       | <i>No. of teachers</i> | <i>Classroom</i> | <i>Prep. materials</i> | <i>Other activities</i> | <i>Total</i> |
| New South Wales       | 23                     | 1                | 1                      | 1                       | 4            |
| Victoria              | 21                     | 4                | 0                      | 1                       | 5.5          |
| Queensland            | 7                      | 0                | 1                      | 1                       | 2            |
| Western Australia     | 3                      | 1                | 0                      | 0                       | 2            |
| South Australia & ACT | 2                      | 0                | 16.5                   | 0.5                     | 17           |

(a) As the figures are medians, the total column does not always equal the sum of the three preceding columns.

In response to a question in which teachers were asked to write down the main activities carried out by the teacher aides for their class, it was found that, in general:

- More than half of the teachers at each level of schooling in the various States made mention of translating or interpreting.
- About half of the teachers mentioned the assistance of aides with other in-class activities, the proportion being higher at the primary level for Western Australia and lower at the secondary level.
- Only a few teachers listed clerical duties and the preparation of materials by aides.

Table 9.39

Number of teachers regarding assistance received from ethnic aides as adequate or more than adequate

|                          | <i>Infants</i> |             |            |           | <i>Primary</i> |             |            |           | <i>Secondary</i> |             |            |           |
|--------------------------|----------------|-------------|------------|-----------|----------------|-------------|------------|-----------|------------------|-------------|------------|-----------|
|                          | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>     | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> | <i>NSW</i>       | <i>Vic.</i> | <i>Qld</i> | <i>WA</i> |
| No. of teachers          | 5              | 11          | 2          | 2         | 7              | 17          | 2          | 6         | 23               | 21          | 7          | 3         |
| Adequate assistance for  |                |             |            |           |                |             |            |           |                  |             |            |           |
| Chinese language work    | 3/3            | 7/8         | 1/1        | 2/2       | 5/5            | 13/14       | 2/2        | 3/3       | 11/11            | 10/10       | 2/2        | 2/2       |
| Vietnamese language work | 4/4            | 10/11       | 2/2        | 2/2       | 6/6            | 15/15       | 2/2        | 6/6       | 17/17            | 19/19       | 3/3        | 2/2       |
| Laotian language work    | 1/3            | 2/5         | —          | —         | 1/3            | 6/7         | 1/1        | n/a       | 7/7              | 8/8         | n/a        | 2/2       |
| Hmong language work      | n/a            | n/a         | n/a        | n/a       | 0/2            | n/a         | n/a        | n/a       | n/a              | n/a         | n/a        | 1/2       |
| Khmer language work      | n/a            | 7/8         | 0/1        | n/a       | 2/4            | 10/11       | n/a        | n/a       | 5/5              | 5/5         | n/a        | 0/1       |
| Other dialects           | n/a            | n/a         | 0/1        | n/a       | 0/2            | n/a         | 1/1        | 0/1       | 2/3              | n/a         | n/a        | n/a       |

Note: The first figure in each cell indicates the number of teachers considering assistance as adequate or more than adequate; second figure indicates the number of teachers for whom language was relevant.

### *Adequacy of assistance from ethnic aides*

Teachers were asked to rate the adequacy of the assistance they received in the various languages from the ethnic aides according to these categories: more than adequate, adequate, inadequate and language not relevant. Table 9.39 shows for the States with sufficient teachers, the number of teachers regarding this assistance as adequate or more than adequate where the language was of relevance to their classes. The figure to the left of the slash in each cell indicates the number of teachers considering the assistance as adequate or more than adequate, while the figure to the right of the slash indicates the number of teachers for whom the language was relevant.

It is clear from Table 9.39 that teachers in the four States regarded the language assistance in Chinese and Vietnamese as adequate or more than adequate. Assistance in Laotian was regarded as adequate at the secondary level; it was considered adequate at the primary level in Victoria and Queensland, but not in New South Wales. Nor did assistance in this language appear to be adequate at the infants level in New South Wales or Victoria. Assistance in Hmong tended to be inadequate, as was assistance in Khmer except in Victoria and at the secondary level in New South Wales.

### **A comparison of Contingency Program teachers with ESL teachers in primary and secondary schools**

A national survey of teacher opinion of Commonwealth-produced ESL materials which was undertaken in 1979 (Anderson 1981) made it possible to assess in a limited degree whether Contingency Program teachers were similar in background characteristics and choice of teaching material to ESL teachers generally in primary and secondary schools. In Anderson's survey, questionnaires were completed in 330 government schools and 166 Catholic schools by the teacher on the school staff who had most experience in teaching English to non-English-speaking migrant children. In approximately half of the schools, the questionnaire sought the teachers' views on *Learning English in Australia*, a 100-unit, five-part course designed by the Language Teaching Branch of the Department of Education and Youth Affairs for 8 to 12-year-old children. The objectives of this course were:

to develop the aural/oral and literacy skills of migrant children unable to speak any English to a level where they can take part in normal classroom lessons in English. (Anderson 1981)

In the other half of the schools, teachers' views were sought on the *Transit* series of magazines, produced by the Language Teaching Branch:

to provide for the language enrichment needs of migrant students with adequate oral English, but who may have a poor grasp of reading and writing skills, making it difficult for them to cope with the level of English needed for progress in school work.

The *Transit* magazines have been developed at two levels: *Transit Green* for upper primary classes and *Transit Red* for secondary schools (Anderson 1981).

From the figures given above, it can be seen that two-thirds of the schools in Anderson's survey were government schools, the remainder were Catholic schools. About four-fifths of the schools were in New South Wales and Victoria, the remainder were in Queensland and South Australia.

The characteristics of the Contingency Program teachers were found to be similar in many ways to those surveyed by Anderson. The age of the Contingency Program (CP) teachers was mostly between 24 and 39 years, and of the national survey (NS)

teachers mostly between 25 and 36 years. Sixty-four per cent of the CP teachers, and 66 per cent to 68 per cent of the NS teachers, were not proficient in a language other than English. Except for those answering the *Transit Green* questionnaire, approximately half of each group had no special ESL qualifications. The median number of years in which the teachers had been engaged in ESL teaching was two years for CP teachers, and three to four years for NS teachers, although the mode for the latter group was only one year. *Learning English in Australia* readers were used most frequently in about half of the CP schools, and to a moderate or great extent in about half of the NS schools. Although the available points of comparison between the two samples are few, the evidence suggests that the background of the Contingency Program teachers was not dissimilar from that of ESL teachers in general in primary and secondary schools.

### Summary of main findings from questionnaires

The main findings from the Principal's Questionnaire, Teacher Questionnaire and Ethnic Aide Questionnaire are summarised in this section. Their implications for the organisation and operation of the Contingency Program or of similar programs for newly arrived refugee students of primary and secondary school age from South-East Asian countries are discussed in the final chapter of this report.

In Victoria, Contingency Program students generally comprised the entire enrolment of the intensive language centres set up under the program. In other States they comprised about one-fifth of the student enrolment in the relevant infants and primary schools, and about one-tenth of the student enrolment in the secondary schools to which they were attached. Although they were accommodated in existing schools in States other than Victoria, they were very largely taught in classes composed only of Contingency Program students.

In States other than Victoria the operation of the Contingency Program imposed an additional administrative and advisory load on the principals and certain staff members of the relevant schools who were not funded through the Contingency Program. In New South Wales, this amounted to an average of 4.4 hours a week in infants and primary schools, and 6.4 hours a week in secondary schools. The additional administrative assistance which was provided to schools through the program was regarded as being generally adequate in infants and primary schools, but often inadequate in secondary schools.

Recommendations for transfer of students from intensive language classes to classes in the regular school system were generally made by the principal or teacher-in-charge of the school/centre in conjunction with the student's class teacher. In New South Wales, school counsellors assisted in this process. Transfers were based on students' ability in English and level of social adjustment, though on some occasions it was necessary to transfer students out of the intensive language classes to make room for newly arrived refugee students.

Teachers of Contingency Program students were predominantly female, in their late 20s or 30s. Over 80 per cent of them had been born in Australia or in other English-speaking countries. One-third of them were proficient in speaking a language other than English, but only 9 per cent of them could speak an Asian language. Almost one-half possessed university or college degrees, most of the remainder having a three-year diploma or certificate. Almost all of them had completed a professional teacher education course. One-half of them, however, had no accredited qualification in teaching English as a second language. While 80 per cent had participated in in-service courses related to their teaching duties in the

Contingency Program, such courses had been of three days or less duration for a substantial number of teachers, particularly in New South Wales.

Contingency Program students were mostly taught by teachers with four years or more teaching experience, but with only two years teaching experience, on the average, in English as a second language. The proportion of very experienced ESL teachers employed in the program was considerably higher in Queensland than in the other States. Some 12 per cent of the teachers had just completed or were still completing their first year as a teacher.

Contingency Program classes were staffed largely by permanent teachers in Queensland and Victoria, and by casual teachers in New South Wales and Western Australia. Almost all of the casual teachers were interested in obtaining a permanent appointment in teaching. At the time of the survey, there was a much greater degree of uncertainty about continued employment among the Contingency Program teachers in New South Wales than in other States. In late 1980, many of the New South Wales teachers expected less than two weeks notice of a renewal of their appointment for 1981. Some change in the status of the New South Wales teachers was in progress, however, as thirty teachers were to be given permanent appointments in 1981.

The Contingency Program students, whether in centres or classes attached to existing schools, were generally being taught by only one teacher in classes with a typical size of between eleven and twenty students. There were, of course, both larger and smaller classes. In classes at all levels — infants, primary and secondary — most of the teaching time was devoted to instruction in ESL. One to three hours a week was set aside for mathematics, but little time was given to social studies subjects. Homework in English/ESL and mathematics was assigned about one night a week for primary level classes, and two to three nights a week for secondary level classes. The large majority of teachers designed their own ESL curriculum or used a curriculum prepared with other teachers in their own school. On average, they spent one to two hours a week in school time at infants and primary level in preparation and planning for their teaching, and four hours a week at secondary level, with an additional five hours a week out of school time. They spent little time in participating with their students in extra-curricular activities.

The approaches followed by teachers in their ESL teaching were derived mostly from their own training or experience, or from that of other teachers of refugee students in their own school, rather than from external sources. At the infants and primary level, small group instruction and individual tutoring were generally adopted in ESL teaching, supplemented by some whole class instruction, but at the secondary level, whole class instruction was the predominant form of teaching. Techniques used widely at the infants and primary level but less frequently at the secondary level to promote oral language proficiency included conversation and discussion, songs, rhymes and language games. Reading aloud was used extensively at the secondary level for this purpose, but less frequently at the infants and primary level. In infants, primary and secondary level classes, substantial use was made of short written exercises involving one or two sentences to develop skills in written English. Considerable attention was paid to formal features of English such as spelling, grammar and punctuation at primary and secondary levels, and in New South Wales, at the infants level. During their first month in the Contingency Program classes, the time spent by students on oral language activities was two and a half times as great as the time they spent on written language activities. In their third month, this ratio was maintained in New South Wales, but decreased in other States. By the sixth month, oral language activities were occupying the same amount of time as written language activities in some States and one and a half times the period



devoted to written language activities in other States.

In general, teachers indicated that their primary focus of instruction in the classroom was oral/aural and written language skills for ten hours a week, grammatical features for two hours a week, survival skills for two to three hours a week, vocabulary acquisition for two to three hours a week (more at infants level and less at secondary level) and general non-language skills for three to four hours a week (less at secondary level). In their homework assignments for students, they placed increasing emphasis on written grammatical exercises, paragraph and essay writing, and oral and written revision of classwork as students proceeded through the program.

In assessing the English language skills of their students, teachers mostly used informal methods of assessment, though formal methods were used by some teachers at the secondary level. Dictation exercises and rating of the student's oral language were common forms of assessment. Reading comprehension exercises were used extensively at secondary level and in Victoria at primary level. Grammar tests were also fairly common at secondary level.

The types of equipment and resource materials needed for ESL courses, such as tape recorders, games, overhead projectors, television sets and filmstrip/slide projectors were generally readily available in the schools/centres and widely used. Record players and film projectors were less readily available. Language masters were available and often used in New South Wales, Queensland and Western Australia. Listening posts were more readily available and more widely used in Victoria than in the other States.

The *Learning English in Australia* readers, prepared by the Department of Education and Youth Affairs, were used in most States. Longman's Readers were commonly used at the secondary level. A wide range of other readers were also being used, especially in Victoria. Games such as Scrabble and Mastermind, and jigsaw puzzles were also used. Audio cassettes (including *Learning English in Australia* cassettes), music and video cassettes, filmstrips, picture sets and posters were used less frequently.

Local excursions for students and excursions requiring the use of transport were arranged far more frequently for the Victorian students than for the New South Wales students. Possibly because of the location of the Contingency Program classes, excursions were relatively infrequent in Queensland. By contrast, visits to the schools from the local English-speaking community occurred frequently in Queensland secondary schools, but infrequently in other States and at other levels.

Except in Victoria and in Western Australian secondary schools, students were participating with English-speaking students in sport, physical education and generally in other activities about once a week or more frequently. Teachers had attempted to promote interaction between the refugee students and English-speaking students by having them participate in such group activities as sport, physical education and music.

Most of the ethnic aides employed in the Contingency Program had completed their secondary education, and about half of them had undertaken some post-secondary education. About half of them had been teachers or students in their former country. Less than half had enrolled in tertiary, technical or English language courses in Australia. About four-fifths of the aides were employed full time with Contingency Program classes; their appointments were annual contracts in Victoria, and on a casual week-to-week basis in New South Wales. Most had been engaged as aides for less than one year; those with longer experience were mainly located in New South Wales, Victoria or Queensland. Thirty-eight per cent of the aides had been in Australia for only six to twelve months before their appointment to the



program, and a further 20 per cent for less than six months.

In their own view, and in the view of the teachers whom they were assisting, the aides were very proficient in their own language. They had some reservations about their level of proficiency in English, and noted that they experienced some language-related problems in their associations with teachers. Most of them were proficient in Vietnamese and Chinese, and teachers regarded their assistance in these languages as being adequate or very satisfactory. Only small numbers of aides were proficient in Lao, with smaller numbers still in Khmer. Assistance in these two languages was considered by secondary level teachers in New South Wales and Victoria as adequate, but it was regarded as inadequate by infants and primary level teachers in New South Wales. Aides had received little in the way of pre-service or in-service training for the tasks they were required to undertake. In New South Wales and Queensland, aides spent more of their time in preparing and roneoing lesson materials, in translating and in clerical duties than in assisting teachers in classrooms during lessons. In Victoria, South Australia and Western Australia, however, they were mostly occupied in assisting teachers during lessons.

## **Chapter 10**

### **Schooling beyond the Contingency Program**

It was not part of the design of this study to trace the subsequent progress of all the students in the refugee samples when they moved to classes in the regular school systems. The extreme difficulties and considerable expense that were likely to be involved in tracing the students, and in testing and interviewing them in widely dispersed locations, were recognised. It was felt, nevertheless, that some information should be sought on the subsequent progress and adjustment of students who had completed their initial period of schooling in Australia under Contingency Program arrangements, even though such information might come from samples of students which might not be representative of all Indo-Chinese refugee students passing through the Contingency Program.

Two types of survey were undertaken to obtain such information. The first approach involved a questionnaire for principals of schools in Sydney and Melbourne receiving South-East Asian refugee children. Schools known or expected by the State or regional co-ordinators of the Contingency Program to be receiving substantial numbers of South-East Asian refugee students from the Contingency Program were identified, and questionnaires were distributed to the principals of these schools in November 1980. The two-page questionnaire sought information on such matters as the total enrolment of the school, the size and proportion of the South-East Asian refugee enrolment, the availability and form of organisation of instruction in English as a second language, the level of performance of the refugee students in relation to that of other students in the same classes, and the attitudes of teachers and other students to the refugee students. The questionnaire is included as Appendix 21.

The second type of survey consisted of a follow-up study between April and July 1981 of as many of the original students completing Weeks 20 or 26 in the initial program as could be located in the larger Sydney and Melbourne schools known to be receiving reasonable numbers of South-East Asian refugee students. Tests of literacy and numeracy were applied to these students, and a further sample of their oral language was obtained. A further essay was obtained from some of the secondary students. In addition, questionnaires relating to the adjustment of these students were completed by their teachers.

#### **INFORMATION FROM PRINCIPALS OF RECEIVING SCHOOLS**

Completed questionnaires were received from four of the twelve infants and primary schools, and from ten of the thirteen secondary schools approached in Sydney. For Melbourne, completed returns were submitted by twelve of the sixteen infants and primary schools, and from all fourteen of the secondary schools approached. The response rates were such that the responding schools would account for a substantial proportion of students who had received initial instruction under the Contingency Program. The findings are therefore likely to be generally indicative of the characteristics and impressions of schools receiving the refugee students, even

though they may not be fully representative for the student groups passing through the Contingency Program.

## Size of schools and proportion of South-East Asian refugee enrolment

Details of school size and South-East Asian refugee enrolment are given in Table 10.1. To provide a general impression of school size and refugee enrolment, figures are given for the median school on each variable for each State and level of schooling, and also for schools with the highest and lowest numbers for that variable. Of the sixteen schools in the infants and primary category, there were only two schools without infants classes.

**Table 10.1**  
School enrolments and percentages of South-East Asian refugee students who had attended intensive language courses

|                                                                                           | <i>Infants and primary</i> |                  | <i>Secondary</i> |                  |
|-------------------------------------------------------------------------------------------|----------------------------|------------------|------------------|------------------|
|                                                                                           | <i>Sydney</i>              | <i>Melbourne</i> | <i>Sydney</i>    | <i>Melbourne</i> |
| No. of schools                                                                            | 4                          | 12               | 10               | 14               |
| Total enrolment in school                                                                 |                            |                  |                  |                  |
| Enrolment in median school                                                                | 603                        | 421              | 752              | 680              |
| Highest school enrolment                                                                  | 1000                       | 614              | 1160             | 950              |
| Lowest school enrolment                                                                   | 304                        | 170              | 470              | 380              |
| Number of S-E Asian refugee students in November 1980                                     |                            |                  |                  |                  |
| Enrolment in median school                                                                | 34                         | 38               | 17               | 25               |
| Highest school enrolment                                                                  | 61                         | 152              | 47               | 118              |
| Lowest school enrolment                                                                   | 26                         | 18               | 9                | 4                |
| S-E Asian refugee students as % of total enrolment                                        |                            |                  |                  |                  |
| Median school (%)                                                                         | 6                          | 8                | 3                | 4                |
| Highest school (%)                                                                        | 11                         | 28               | 10               | 13               |
| Lowest school (%)                                                                         | 3                          | 4                | 1                | 1                |
| % of S-E Asian refugee students formerly attending intensive language course in Australia |                            |                  |                  |                  |
| Median school (%)                                                                         | 38                         | 99.7             | 99.9             | 95               |
| Highest school (%)                                                                        | 79                         | 100              | 100              | 100              |
| Lowest school (%)                                                                         | 21                         | 0                | 90               | 30               |

If this sample of schools is taken as a reasonable guide to the present situation, it is apparent that at infants, primary, and secondary levels, the refugee students were absorbed into larger schools in Sydney than in Melbourne, reflecting perhaps a more general difference in school size in the two cities. The average number of South-East Asian refugee students in these schools is relatively small, and represents only some 6 per cent to 8 per cent of the total enrolment in infants and primary schools, and 3 per cent to 4 per cent of the total enrolment in secondary schools. There was, however, a substantially greater percentage (some 28 per cent) of South-East Asian

refugee students in three of the Melbourne primary schools. Except for the students proceeding to infants and primary schools in Sydney, almost all of the refugee students had formerly attended an intensive language course in Australia, presumably as part of the Contingency Program. Some seem to have escaped the net in Sydney, if the infants and primary schools data can be accepted at face value. These students were likely to have moved directly into the community, possibly to join relatives after a very brief stay in the migrant reception centres. If they did not enrol in the Contingency Program classes, they were unlikely to have received intensive language instruction in normal primary schools.

## ESL teaching in receiving schools

The extent and organisation of ESL teaching in the receiving schools is summarised in Table 10.2.

**Table 10.2**  
Extent and organisation of ESL teaching in receiving schools

|                                                                                                           | <i>Infants and primary</i> |                  | <i>Secondary</i> |                  |
|-----------------------------------------------------------------------------------------------------------|----------------------------|------------------|------------------|------------------|
|                                                                                                           | <i>Sydney</i>              | <i>Melbourne</i> | <i>Sydney</i>    | <i>Melbourne</i> |
| No. of schools                                                                                            | 4                          | 12               | 10               | 14               |
| % of receiving schools teaching ESL                                                                       | 100                        | 83               | 100              | 100              |
| With FT specialist teachers                                                                               | 75                         | 75               | 100              | 93               |
| With PT specialist teachers                                                                               | 25                         | 58               | 0                | 36               |
| With other teachers                                                                                       | 50                         | 58               | 0                | 29               |
| % of students in school receiving ESL instruction                                                         |                            |                  |                  |                  |
| Median school (%)                                                                                         | 25.5                       | 37.5             | 13               | 7.5              |
| Highest school (%)                                                                                        | 65                         | 100              | 21               | 34               |
| Lowest school (%)                                                                                         | 22                         | 11               | 7                | 3                |
| No answer                                                                                                 | —                          | 17               | —                | 7                |
| Organisation of ESL teaching: % of schools using                                                          |                            |                  |                  |                  |
| Method 1(a) only                                                                                          | —                          | —                | 10               | 14               |
| Method 3(c) only                                                                                          | —                          | 17               | —                | 7                |
| Methods 1(a) and 2(b)                                                                                     | —                          | —                | 50               | 14               |
| Methods 1(a) and 3(c)                                                                                     | —                          | 17               | 10               | 7                |
| Methods 1(a), 2(b) and 3(c)                                                                               | 75                         | 50               | 20               | 57               |
| Methods 2(b) and 3(c)                                                                                     | 25                         | —                | —                | —                |
| ESL not taught/no answer                                                                                  | —                          | 17               | 10               | —                |
| % of schools making special provisions for upper primary or secondary students with no previous schooling | 100                        | 42               | 30               | 36               |

(a) Method 1: Withdrawing students from regular English lessons.

(b) Method 2: Withdrawing students from regular lessons in other subjects.

(c) Method 3: Integrating ESL with regular classroom teaching.

Classes in ESL were available in all of the schools receiving refugee students, except for two of the infants and primary schools in Melbourne. Most of the classes

were taught by full-time specialist teachers in ESL, though these were supplemented by part-time specialist teachers in ESL and by non-specialist teachers in infants and primary schools in Sydney and Melbourne and in secondary schools in Melbourne. On average, the percentage of students receiving ESL instruction in the infants and primary receiving schools was 25.5 per cent in Sydney and 37.5 per cent in Melbourne; the corresponding figures at the secondary level were 13 per cent for Sydney and 7.5 per cent for Melbourne. These figures reflect the larger components of refugee students in infants and primary schools than in secondary schools, as indicated in Table 10.1. Some of the infants and primary schools had a much higher percentage of their students receiving ESL instruction, ranging up to 100 per cent in one Melbourne school.

In general, the receiving schools in Sydney and Melbourne organised their ESL teaching both by withdrawing students from regular lessons in English and in other subjects and by integrating ESL teaching with regular classroom teaching. The only distinct departure from this general pattern occurred in Sydney secondary schools, where only 30 per cent of the schools were integrating ESL teaching with regular classroom teaching; withdrawing students for ESL teaching was the practice in these schools.

All four infants and primary schools in Sydney and 42 per cent of infants and primary schools in Melbourne indicated that they made special provisions for children of upper primary age with little or no previous schooling, as did one-third of the secondary schools in Sydney and Melbourne for secondary aged children. These special provisions, as described by the schools, mostly consisted of placing such children in full-time special class groups with an ESL teacher, withdrawing such children from regular classes for individual or small group tuition by an ESL or remedial teacher, and having the class teacher give the children extra individual attention.

### **Comparison of performance of South-East Asian refugee students and students in regular classes**

Principals of the receiving schools were asked to give their impression of the general level of performance of South-East Asian refugee children in relation to that of other children in the same classes, regarding English language skills, mathematics/number skills, art and craft, and sport and physical education. For each of these subject areas, they were required to indicate whether the refugee students as a group were very competent, whether their skills were adequate for regular class work/activities, whether they coped with difficulty with regular class work/activities or whether they were unable to cope with regular class work/activities. Their responses are summarised in Table 10.3.

As might be expected, the performance levels of the refugee students in comparison with those of students in regular classes were far less adequate in English language than in mathematics and number skills, art and craft, and sport and physical education. Only one-quarter of the refugee students or less were regarded as adequate or very competent in English language skills; the vast majority were regarded as either coping with regular class work with difficulty or as unable to cope. Except for the Sydney infants and primary schools, most of the refugee students were regarded as performing adequately or very competently in mathematics or number skills, in art and craft and in sport and physical education. It is unlikely that any significance can be attached to the lower level of performance for the Sydney infants and primary schools, since substantive responses were available from only three schools.

Table 10.3

Comparison of performance of South-East Asian refugee students in receiving schools with students in regular classes

|                              | Infants and primary |           | Secondary |           |
|------------------------------|---------------------|-----------|-----------|-----------|
|                              | Sydney              | Melbourne | Sydney    | Melbourne |
| No. of schools               | 4                   | 12        | 10        | 14        |
|                              | Percentage          |           |           |           |
| Performance in               |                     |           |           |           |
| English language skills      |                     |           |           |           |
| Very competent               | —                   | 8         | —         | —         |
| Adequate                     | 25                  | 17        | 20        | 7         |
| Cope with difficulty         | —                   | 58        | 70        | —         |
| Unable to cope               | 50                  | —         | —         | 43        |
| Other/no answer              | 25                  | 17        | 10        | 50        |
| Maths/number skills          |                     |           |           |           |
| Very competent               | 25                  | 50        | 60        | 29        |
| Adequate                     | —                   | 33        | 40        | 14        |
| Cope with difficulty         | 25                  | 8         | —         | 14        |
| Unable to cope               | 25                  | —         | —         | —         |
| Other/no answer              | 25                  | 8         | —         | 43        |
| Art and craft                |                     |           |           |           |
| Very competent               | 50                  | 50        | 20        | 21        |
| Adequate                     | —                   | 42        | 70        | 29        |
| Cope with difficulty         | 25                  | —         | 10        | —         |
| Unable to cope               | —                   | —         | —         | —         |
| Other/no answer              | 25                  | 8         | —         | 50        |
| Sport and physical education |                     |           |           |           |
| Very competent               | 25                  | 8         | —         | 14        |
| Adequate                     | 25                  | 58        | 90        | 29        |
| Cope with difficulty         | 25                  | —         | —         | 21        |
| Unable to cope               | —                   | 8         | —         | 7         |
| Other/no answer              | 25                  | 25        | 10        | 29        |

### Attitudes towards South-East Asian refugee children

Principals were also required to describe the attitude towards South-East Asian refugee children held by teachers in their school, and by other students in the school. In addition, they were asked whether there had been instances of conflict between South-East Asian refugee children and other children in the school, and if so, to indicate the nature of the conflict. Their responses are presented in Table 10.4.

Principals of schools responding to the question obviously felt that infants and primary school teachers exhibited a friendly and encouraging attitude to refugee students, and that secondary school teachers were either friendly and encouraging or accepting in their attitudes. In the infants and primary schools in Melbourne, they held similar views about the attitudes of other students to the refugee students, but in the Sydney schools and the Melbourne secondary schools, they considered the attitudes of other students to be rather less positive than those of the teachers. They indicated, however, that these attitudes were neutral for substantial percentages of the other students, and that only a small percentage of students, ranging from 7 per



cent to 20 per cent, were actually unaccepting or unfriendly in their attitudes. Instances of conflict, either verbal or physical or unspecified, were reported by 75 per cent or more of the Sydney principals, and by some 40 per cent of the Melbourne principals. While the incidence of conflict seemed more common in the Sydney than the Melbourne schools, the difference was significant only at the secondary level.

The attitudes of teachers to the refugee students as reported by the receiving school principals in Sydney were similar to those reported by principals for teachers in the Contingency Program schools in New South Wales in Table 8.31. In the view of the principals, however, the attitudes of other students to the refugee students were less favourable in the receiving schools than in the Contingency Program schools. There was no difference in the incidence of conflict reported by the principals of the Sydney receiving schools in Table 10.4 and the principals of the New South Wales Contingency Program schools in Table 8.33.

### **SUBSEQUENT PERFORMANCE AND ADJUSTMENT OF REFUGEE STUDENTS IN CONTINGENCY PROGRAM SAMPLES**

As indicated earlier in this chapter, a follow-up study was carried out between April and July 1981 in Sydney and Melbourne. Refugee students in the original sample who had been tested at Week 20 and/or Week 26 were located at their new schools and attempts were made to visit as many of these schools as possible. The follow-up study reached more students in Melbourne than in Sydney. In Melbourne a tester was provided by the Victorian Department of Education. This person had ready access to more complete records than were available in Sydney where some students had transferred from migrant reception centres during the Christmas vacation, leaving no information regarding their intended school for 1981. The Melbourne tester went from school to school over a period from early June to mid July. This was slightly later than the period during which follow-up data were collected in Sydney from late April to late May 1981. In Sydney, secondary students were more easily located than were primary students, since they tended to be grouped at high schools within a larger enrolment area than was the case for primary schools which drew on a small area for enrolments. Whereas five to ten students had often transferred to one high school, only a single child from the Contingency Program sample had enrolled in many primary schools. While this was often the case in Melbourne also, the Melbourne tester was able to devote more time to tracing and testing students at individual schools than was available to the researcher in Sydney.

In both Sydney and Melbourne, some children were still attending classes attached to their original school/centre. In some cases in Sydney, primary level children had transferred from the Contingency Program classes to mainstream classes. Usually they were still receiving ESL assistance through a withdrawal system. Some secondary students in Sydney were still in intensive classes at their original centre in 1981. These tended to be students who had had longer periods of interruption in schooling before coming to Australia than was usual. Other Sydney secondary students who had moved from the Liverpool Region to other regions in the city spent some time in language and reception centres run by the New South Wales Department of Education before transferring to intensive classes in some high schools or to a parallel English system in other high schools. Only incomplete data were available for such patterns of movement. In Melbourne, most children continued to receive ESL assistance once they transferred to primary or secondary schools, generally in a withdrawal context at the primary level and in parallel classes at secondary level.



**Table 10.4**  
**Attitudes of teachers and students towards South-East Asian refugee children**

|                                                                             | <i>Infants and primary</i> |                  | <i>Secondary</i> |                  |
|-----------------------------------------------------------------------------|----------------------------|------------------|------------------|------------------|
|                                                                             | <i>Sydney</i>              | <i>Melbourne</i> | <i>Sydney</i>    | <i>Melbourne</i> |
| No. of schools                                                              | 4                          | 12               | 10               | 14               |
|                                                                             | <i>Percentage</i>          |                  |                  |                  |
| Attitude of teachers to S-E Asian refugee children                          |                            |                  |                  |                  |
| Friendly/encouraging                                                        | 100                        | 83               | 50               | 43               |
| Accepting                                                                   | —                          | —                | 30               | 21               |
| Neutral                                                                     | —                          | —                | 10               | —                |
| Unaccepting/unfriendly                                                      | —                          | —                | —                | —                |
| Other/no answer                                                             | —                          | 17               | 10               | 36               |
| Attitude of other students to S-E Asian refugee children                    |                            |                  |                  |                  |
| Friendly/encouraging                                                        | 25                         | 50               | —                | 14               |
| Accepting                                                                   | 25                         | 33               | 20               | 21               |
| Neutral                                                                     | 25                         | —                | 50               | 21               |
| Unaccepting/unfriendly                                                      | —                          | 8                | 20               | 7                |
| Other/no answer                                                             | 25                         | 8                | 10               | 36               |
| Instances of conflict between S-E Asian refugee children and other students |                            |                  |                  |                  |
| No conflict                                                                 | 25                         | 58               | 10               | 50               |
| Instances of verbal conflict                                                | 25                         | 17               | 40               | 7                |
| Instances of physical conflict                                              | 25                         | —                | —                | 21               |
| Instances of both verbal and physical conflict                              | —                          | —                | —                | —                |
| Instances of conflict, unspecified                                          | 25                         | 17               | 40               | 14               |
| Instances of conflict, but very rare                                        | —                          | 8                | —                | —                |
| No answer                                                                   | —                          | —                | 10               | 7                |

### Test program for follow-up study

Given the limitations of time and variations in facilities in each school, only a short and easily administered program of testing was feasible. It was also desirable that the follow-up tests relate to the probable program of study outside intensive classes; that is, they should provide some information on the student's performance outside the ESL classroom. In accordance with these criteria it was decided to readminister the interview to provide a measure of oral proficiency. An essay topic, 'My life since I came to Australia', was used to elicit written English from secondary students as a basis for rating their performance in writing. The ACER literacy and numeracy tests (10R and 14R; 10N and 14N) were also readministered to provide data which could be related to national norms. The mainstream version of the Adjustment Appraisal Questionnaire (see Appendix 17) was also distributed to teachers. In Melbourne the tester was more readily able to collect questionnaires than was the case in Sydney where, despite several telephone calls, some teachers failed to return questionnaires. Additional adjustment data were made available, however, by the co-ordinator of the Contingency Program in the Central Metropolitan Region who was working on an independent study of refugee students and who distributed the

Teacher Adjustment Questionnaire to many secondary schools which the researcher had been unable to visit. It was not possible to readminister student questionnaires because the previous interpreters were unavailable.

### **Time allocation for follow-up testing program**

The time allocation for the follow-up testing program was as follows:

- Oral interview: 10 minutes
- Essay: 15 minutes (secondary students only)
- ACER Test 10N or 14N: 30 minutes
- ACER Test 10R (questions 1–17) or 14R (questions 1–19): 15 minutes

The total testing time per student was one hour for primary students and one hour and fifteen minutes for secondary students. The Adjustment Appraisalment Questionnaire (i.e. the teacher questionnaire on student adjustment, as adapted for mainstream classes — see Appendix 17) was completed at the teacher's leisure.

### **Performance of Contingency Program students after transfer to regular school systems**

Students followed up in Sydney were drawn from those who had completed Week 20 or Week 26 between October and November 1980 and who, at the time of the follow-up testing, had been enrolled in government schools for periods ranging from three months to six months, including six to eight weeks of vacation periods. In Melbourne, the corresponding sample had been enrolled in government schools for periods between five months and eight months, again including the vacation periods.

Since the follow-up samples of students in the two cities consisted of those students who were readily accessible, it might well be asked whether there was any basis for regarding the results of the follow-up samples to be at all representative of results of Contingency Program students in general. This matter was checked by examining the results of all students who had been tested at Week 20, and comparing the Week 20 performance on some key tests and the Week 14 performance on the ACER AM(IV) computation test items of those Week 20 students who subsequently appeared in the follow-up samples with those who were not in the follow-up samples. The outcome of this comparison is presented in Table 10.5.

The numbers of students entered in the first row of Table 10.5 are the sums of the numbers indicated in Tables 5.4, 5.5, 5.10, 5.11, 5.14 and 5.15 as having been in the initial Contingency Program for twenty to twenty-five weeks and for twenty-six weeks; for the Sydney primary sample for example,  $7 + 17 = 24$ . The tests selected for comparison in Table 10.5 were those taken by the largest numbers of students in the follow-up and non-follow-up samples; these numbers fall short of the actual numbers of students in the comparison samples because of student absences at the time of the Week 20 testing or because of the substitution of other tests. The proportion of the target groups on which the test means are based, is however, generally substantial. The notation  $p(t)$  in the table refers to the probability of the  $t$  value for the difference between the follow-up and non-follow-up sample means occurring by chance in random sampling. Any value greater than 0.05, and almost all of the values come into this category, indicates that the difference between the two means cannot be regarded as statistically significant.

In the Sydney primary and secondary samples and in the Melbourne secondary sample, the mean scores for the cloze reading comprehension, dictation and oral

Table 10.5

Comparison of Week 20 performance levels in reading comprehension, dictation and oral language proficiency, and Week 14 performance levels in computation items of those Week 20 students who were subsequently traced in the follow-up study and those who were not

|                                                                     | Sydney<br>primary |       | Melbourne<br>primary |      | Sydney<br>secondary |       | Melbourne<br>secondary |       |      |
|---------------------------------------------------------------------|-------------------|-------|----------------------|------|---------------------|-------|------------------------|-------|------|
| No. of students in Contingency Program in<br>Week 20 and/or Week 26 | 24                |       | 57                   |      | 50                  |       | 71                     |       |      |
| No. in follow-up sample (FU)                                        | 11                |       | 22                   |      | 17                  |       | 33                     |       |      |
| No. not in follow-up sample (NFU)                                   | 13                |       | 35                   |      | 33                  |       | 38                     |       |      |
| Cloze reading tests                                                 | FU                | NFU   | FU                   | NFU  | FU                  | NFU   | FU                     | NFU   |      |
| Test                                                                | Lyn               |       | Lyn                  |      | After school        |       | After school           |       |      |
| Mean                                                                | 3.57              | 5.33  | 4.68                 | 4.38 | 6.69                | 7.20  | 5.15                   | 6.05  |      |
| N                                                                   | 7                 | 9     | 19                   | 24   | 13                  | 25    | 20                     | 21    |      |
| p(t)                                                                | .19               |       | .82                  |      | .68                 |       | .49                    |       |      |
| Test                                                                |                   |       |                      |      | Sunday              |       | Sunday                 |       |      |
| Mean                                                                |                   |       |                      |      | 5.31                | 6.40  | 4.77                   | 4.97  |      |
| N                                                                   |                   |       |                      |      | 13                  | 20    | 31                     | 29    |      |
| p(t)                                                                |                   |       |                      |      | .44                 |       | .84                    |       |      |
| Dictation tests                                                     | FU                | NFU   | FU                   | NFU  | FU                  | NFU   | FU                     | NFU   |      |
| Test                                                                | Blackie           |       | Blackie              |      | Shop                |       | Shop                   |       |      |
| Mean                                                                | 34.17             | 43.38 | 38.6                 | 30.3 | 56.07               | 64.70 | 66.30                  | 71.69 |      |
| N                                                                   | 6                 | 8     | 21                   | 29   | 15                  | 27    | 10                     | 13    |      |
| p(t)                                                                | .21               |       | .11                  |      | .15                 |       | .24                    |       |      |
| Test                                                                | My new school     |       |                      |      | Maria               |       | Maria                  |       |      |
| Mean                                                                | 31.14             | 36.30 |                      |      | 51.23               | 57.36 | 45.09                  | 51.41 |      |
| N                                                                   | 7                 | 10    |                      |      | 13                  | 25    | 33                     | 32    |      |
| p(t)                                                                | .42               |       |                      |      | .34                 |       | .27                    |       |      |
| Oral language rating<br>Week 20                                     | Mean              | 1.42  | 1.54                 | 1.47 | 1.38                | 1.73  | 2.35                   | 1.78  | 2.07 |
|                                                                     | N                 | 9     | 12                   | 19   | 28                  | 16    | 27                     | 32    | 30   |
|                                                                     | p(t)              | .61   |                      | .64  |                     | .02   |                        | .11   |      |
| Computation test items 1 to 10                                      | N                 | 10    | 11                   | 19   | 29                  | 17    | 33                     | 27    | 25   |
| No. of items with higher mean (a)                                   |                   | 1     | 9                    | 5    | 5                   | 8     | 2                      | 9     | 1    |

(a) Thirty-eight of the forty differences in means were not statistically significant.

tests administered at Week 20 were lower for the students who were subsequently traced than for those who were not traced, but the differences were not statistically significant, except for the mean oral language rating in the Sydney secondary sample. The corresponding mean scores for the Melbourne primary sample were higher for students who were subsequently traced than for those who were not, but again the differences were not statistically significant. In the ACER AM(IV) computation test items, however, mean scores tended to favour those Week 20 secondary students who were subsequently traced, but in the Sydney primary sample to favour those who were not traced. Again only two of the forty comparisons for the ten computation items were statistically significant. Although the language data in Table 10.5 suggest that the subsequent language results for the follow-up sample may underestimate those for all secondary and for Sydney primary students who had spent twenty weeks or more in the Contingency Program, the statistical tests indicate that the subsequent results for the follow-up sample can be generalised to all such students.

### *Oral proficiency*

The interview pursued with the refugee students at the follow-up testing took the same form as the Stage 3 interviews in the main study (see pp. 46-7). The interviews were recorded, and then subsequently rated by the research fellow who had been one of the raters for 991 of the 1250 tapes rated in the main study. Ratings were again made in accordance with the scale outlined in Appendix 6. Seventy-two tapes were rated in this phase of the study; some students were absent at the time the oral interview was scheduled, and a few of the tapes were too poor in quality to allow a rating to be made.

Since the follow-up study included some students who had left the program after Week 20 but before completing Week 26, both the Week 20 and Week 26 ratings have been compared with the follow-up ratings of oral proficiency for students for whom the appropriate pairs of ratings were available. The results are given in Table 10.6.

There was clearly an improvement in the oral proficiency levels of both primary and secondary students between the time at which they were last assessed in their Contingency Program classes and from three to eight months later when they were enrolled in the regular school system. For all except the Sydney secondary sample, the extent of the improvement was large enough to be statistically significant in random samples of the corresponding size. The amount of improvement was greater for the Melbourne than for the Sydney samples, but the follow-up testing was carried out between one and two months later in Melbourne. The most crucial feature of Table 10.6 however, is not the amount of improvement which occurred, but the fact that the mean oral proficiency ratings some three to eight months after the students had entered the regular school system were still only between levels 2 and 3 on the speaking proficiency scale. As the descriptions in Appendix 6 indicate, these levels are still well below the level of oral proficiency which could be expected of Australian-born students of comparable ages. Many of the refugee students would have still been experiencing difficulty in coping with the regular classes in which they had been enrolled, a conclusion which is amply supported by the views expressed by principals about their refugee students' level of competence in English language skills, as set out in Table 10.3.

### *Proficiency in essay writing*

The topic, 'My life since I came to Australia', on which secondary level students wrote a short essay at Week 26, was applied again to the follow-up sample. Students

**Table 10.6**

**Oral proficiency ratings of refugee students interviewed at both Week 20 and the follow-up testing and of students interviewed at both Week 26 and the follow-up testing**

|                     | <i>Sample for which oral proficiency ratings were obtained at both Week 20 and follow-up testing</i> |                         | <i>Sample for which oral proficiency ratings were obtained at both Week 26 and follow-up testing</i> |                         |
|---------------------|------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------|-------------------------|
|                     | <i>Week 20 rating</i>                                                                                | <i>Follow-up rating</i> | <i>Week 26 rating</i>                                                                                | <i>Follow-up rating</i> |
| Sydney primary      |                                                                                                      |                         |                                                                                                      |                         |
| Mean                | 1.43                                                                                                 | 2.05                    | 1.34                                                                                                 | 2.06                    |
| S.D.                | .32                                                                                                  | .57                     | .28                                                                                                  | .46                     |
| N                   | 10                                                                                                   | 10                      | 8                                                                                                    | 8                       |
| Melbourne primary   |                                                                                                      |                         |                                                                                                      |                         |
| Mean                | 1.56                                                                                                 | 2.56                    | 1.40                                                                                                 | 2.60                    |
| S.D.                | .73                                                                                                  | .87                     | .58                                                                                                  | .80                     |
| N                   | 17                                                                                                   | 17                      | 5                                                                                                    | 5                       |
| Sydney secondary    |                                                                                                      |                         |                                                                                                      |                         |
| Mean                | 1.56                                                                                                 | 2.11                    | 1.66                                                                                                 | 2.00                    |
| S.D.                | .60                                                                                                  | .70                     | .70                                                                                                  | .66                     |
| N                   | 9                                                                                                    | 9                       | 8                                                                                                    | 8                       |
| Melbourne secondary |                                                                                                      |                         |                                                                                                      |                         |
| Mean                | 1.62                                                                                                 | 2.46                    | 1.73                                                                                                 | 2.40                    |
| S.D.                | .55                                                                                                  | .65                     | .60                                                                                                  | .58                     |
| N                   | 27                                                                                                   | 27                      | 15                                                                                                   | 15                      |

were again allowed a period of fifteen minutes for this personal writing task. Essays were written by six secondary students in Sydney who had completed essays on earlier occasions, and by all thirty-four secondary students in Melbourne. The essays were rated on an eight-point scale (0 to 7) by one of the markers who had marked all of the earlier essays prepared at Weeks 2, 14 and 26. Ratings were again based on the marker's general impression of their quality.

The ratings given to the essays written during the follow-up study and those given to the same students at Week 26 for an essay on the same topic are presented in Table 10.7. Also presented are the ratings given to the follow-up essays and to the Week 14 essays on a different topic, 'My Trip to Australia', for those students in the follow-up sample who had written essays at Week 14.

The numbers of students in the Sydney samples were too small to place any credence in the apparent fall in the average quality of the essays from Week 14 or from Week 26 to the follow-up testing.

There was a clear improvement in the quality of the essay writing for the Melbourne secondary students from Week 14 and from Week 26 to the follow-up testing, although the increase in the latter case was not large enough to be statistically significant. While it is evident that the Melbourne students were continuing to improve this type of writing skill during their first few months in the regular school system, the mean ratings of 2.97 and 2.55 (on a scale from 0 to 7) for the follow-up samples, and the mean rating of 2.66 for all thirty-four secondary students in the Melbourne follow-up sample suggest that the writing skills of the

students in English were still well below the average level that might be expected of Year 9 or Year 10 students in Victorian high schools. This judgment is supported by the samples of essays given low, average and highest ratings in the follow-up study, which are included in Appendix 22.

**Table 10.7**

**Proficiency ratings of refugee students on essay writing tasks at Weeks 14 and 26 and at the follow-up testing**

|                     | Sample for which essay ratings were obtained at both Week 14 and follow-up testing |                  | Sample for which essay ratings were obtained at both Week 26 and follow-up testing |                  |
|---------------------|------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------|------------------|
|                     | Week 14 rating                                                                     | Follow-up rating | Week 26 rating                                                                     | Follow-up rating |
| Sydney secondary    |                                                                                    |                  |                                                                                    |                  |
| Mean                | 4.00                                                                               | 3.20             | 4.00                                                                               | 3.17             |
| S.D.                | .89                                                                                | .51              | 1.08                                                                               | .62              |
| Range               | 3-5                                                                                | 2.5-4            | 2.5-5                                                                              | 2.5-4            |
| N                   | 5                                                                                  | 5                | 3                                                                                  | 3                |
| Melbourne secondary |                                                                                    |                  |                                                                                    |                  |
| Mean                | 1.72                                                                               | 2.97             | 1.95                                                                               | 2.55             |
| S.D.                | 1.11                                                                               | .74              | .69                                                                                | .72              |
| Range               | 0-4                                                                                | 1-4              | 1-3                                                                                | 1-3.5            |
| N                   | 18                                                                                 | 18               | 11                                                                                 | 11               |

#### *Performance in literacy and numeracy tests*

Literacy and numeracy were assessed again at the follow-up testing in terms of the same items from ACER Reading Tests (10R and 14R) and Numeration Tests (10N and 14N) which had been administered to students who had completed six months in the Contingency Program. Although the composition of the student groups at the latter testing and the follow-up testing differs, results for both groups are presented in Tables 10.8 to 10.10 with data from the Australian norming sample in 1975 for comparison.

Table 10.8 incorporates the results on the ACER reading tests for primary and secondary samples in Sydney and Melbourne.

In interpreting Table 10.8, it has to be borne in mind that the Week 26 samples and follow-up samples are not directly comparable. Indeed, results on both the initial and final administrations of the reading tests were available for only seven students in the Sydney primary sample, six in the Melbourne primary sample, eleven in the Sydney secondary sample and sixteen in the Melbourne secondary sample. Many of the students tested in the follow-up samples had left the Contingency Program before completing Week 26, or had enrolled too late in the program (particularly in Melbourne) to reach Week 26 before the completion of the testing program. The results, nevertheless, give an indication of the reading levels of those refugee students who could be traced in comparison with their age counterparts in the school systems in which they were enrolling. The earlier comparison of the traced and untraced Week 20 students suggests that the results from the follow-up sample may be



generalised at least to all students spending twenty weeks or more in the initial Contingency Program.

It is immediately obvious from Table 10.8 that there was an improvement in performance from Week 26 to the time of the follow-up testing, despite an occasional deterioration in the percentage of refugee students answering an item correctly. From Week 26 to the follow-up testing, there was an increase in the average of the percentage of students answering the items correctly, amounting to five and eighteen points respectively for the Sydney and Melbourne primary samples and nine and sixteen points respectively for the Sydney and Melbourne secondary samples. The greater increase for the Melbourne samples would be partly explained by the fact that these students were retested some two to three months later than the Sydney students; the evidence referred to in the next paragraph suggests that it was a function of the particular samples traced and does not represent a higher rate of improvement for the Melbourne students. From the point of view of the general standing of the students, however, it is of more interest to note that except for a few of these reading items (Items 1 and 3 for Melbourne primary samples and Items 3, 4 and 13 for secondary samples), the performance of the students was much or very much poorer than that of their age counterparts in the school systems into which they were moving.

A separate analysis was made for those students who took ACER Reading Tests 10R or 14R both at Week 26 and at the time of the follow-up testing. Scores were obtained for these students on the seventeen items for test 10R and the nineteen items for test 14R. Means and standard deviations for these scores are presented at the end of the tables. In each case there has been an increase in mean score from Week 26 to the follow-up testing, but the increases were significant ( $p < 0.01$ ) only for the secondary samples.

Much the same pattern operates with the results on the ACER numeration tests set out in Tables 10.9 and 10.10. There was improvement from Week 26 to the time of the follow-up testing and the extent of the average improvement was larger for the Melbourne than for the Sydney samples. The improvement in mean score on the thirty-three items for students tested both at Week 26 and at the follow-up testing was significant for each of the four samples. In the simple processes of addition, subtraction, multiplication and division (Items 10 to 13, and 15 to 18), the refugee students approached or equalled the Australian norms, and at the secondary level they could calculate change and tell the time about as well as Australian students. In other numeration test items, however, which are more dependent on an understanding of English language, the refugee students were still performing well below the Australian norms some three to eight months after they had enrolled in the regular school systems.

#### *Student adjustment*

In Weeks 8 and 20 teachers in the Contingency Program were asked to complete the Adjustment Appraisal Questionnaire which sought information on the extent to which students had adjusted to their school environment. This questionnaire had been slightly modified for use by teachers of mainstream classes into which refugee students found their way after completing their initial period in the Contingency Program. In 1981 the mainstream version of the questionnaire was distributed to teachers of the classes from which students were drawn in the follow-up samples. Response rates to this questionnaire were very poor for the Sydney secondary follow-up sample, data being available for only two out of eighteen students, hence no analysis was undertaken for this group. Data were available for ten of the twelve students followed up in the Sydney primary sample, for seventeen of the twenty-four



Table 10.8

Percentages of refugee students in Sydney and Melbourne samples in 1980 and 1981 and of Australian norming sample students in 1975 giving correct answers to questions in ACER Reading Tests 10R and 14R, together with comparison of mean scores of students tested on two occasions.

|                                                                            | Primary                                         |        |           |    | Australia<br>10-year-old<br>norm | Secondary |    |           |    | Australia<br>14-year-old<br>norm |
|----------------------------------------------------------------------------|-------------------------------------------------|--------|-----------|----|----------------------------------|-----------|----|-----------|----|----------------------------------|
|                                                                            | Sydney                                          |        | Melbourne |    |                                  | Sydney    |    | Melbourne |    |                                  |
|                                                                            | Wk 26(a)                                        | FU (b) | Wk 26     | FU |                                  | Wk 26     | FU | Wk 26     | FU |                                  |
| No. of students administered Reading Test 10R/14R                          |                                                 |        |           |    |                                  |           |    |           |    |                                  |
| Oct.-Dec. 1980                                                             | 12                                              |        | 11        |    |                                  | 19        |    | 25        |    |                                  |
| Apr.-July 1981                                                             |                                                 | 12     |           | 22 |                                  |           | 18 |           | 34 |                                  |
| Test items                                                                 | Percentage of students answering item correctly |        |           |    |                                  |           |    |           |    |                                  |
| 1. Print missing letters in alphabet                                       |                                                 |        |           |    |                                  |           |    |           |    |                                  |
| Comprehending literal meaning of a simple sentence (pictorial).            | 58                                              | 75     | 55        | 91 | 92                               | 74        | 56 | 80        | 85 | 96                               |
| 2. The boy saw a fish in the fish bowl.                                    | 83                                              | 67     | 73        | 77 | 94                               | 74        | 83 | 68        | 79 | 99                               |
| 3. He is taller than his sister.                                           | 50                                              | 67     | 55        | 96 | 98                               | 100       | 89 | 72        | 94 | 99                               |
| 4. He chose the biggest aeroplane.                                         | 50                                              | 67     | 55        | 77 | 96                               | 74        | 94 | 88        | 91 | 99                               |
| 5. The three blocks are standing one on top of the other.                  | 33                                              | 58     | 55        | 68 | 98                               | 47        | 94 | 64        | 77 | 99                               |
| 6. The woman was surprised to see the horse inside.                        | 75                                              | 50     | 27        | 82 | 97                               | 63        | 72 | 64        | 91 | 99                               |
| 7. The news (is, were, are) good today.                                    | 67                                              | 33     | 27        | 14 | 92                               | 53        | 39 | 28        | 41 | 96                               |
| 8. He has (going, go, to go) to school very early.                         | 50                                              | 33     | 27        | 14 | 90                               | 16        | 56 | 28        | 32 | 97                               |
| 9. Is it true that so many coconuts come (on, out, from) Fiji?             | 50                                              | 50     | 18        | 82 | 92                               | 53        | 67 | 56        | 71 | 98                               |
| 10. They sold their house at last (wasn't it?, don't they?, didn't they?). | 33                                              | 25     | 27        | 55 | 92                               | 47        | 78 | 44        | 71 | 98                               |

|                                                                                           |      |     |     |     |     |     |      |     |      |    |
|-------------------------------------------------------------------------------------------|------|-----|-----|-----|-----|-----|------|-----|------|----|
| 11. I have lost my pencil. May I use (your?, of yours?, yours?).                          | 25   | 33  | 9   | 27  | 95  | 21  | 17   | 4   | 29   | 98 |
| 12. In America (the rich, a rich, rich) often buy very large cars.                        | 25   | 33  | 36  | 36  | 88  | 32  | 50   | 52  | 56   | 98 |
| 13. The children                                                                          |      |     |     |     |     |     |      |     |      |    |
| <input type="checkbox"/> in the afternoon study never                                     | 42   | 50  | 36  | 64  | 93  | 84  | 89   | 44  | 94   | 99 |
| <input type="checkbox"/> study in the afternoon never                                     |      |     |     |     |     |     |      |     |      |    |
| <input type="checkbox"/> never study in the afternoon                                     |      |     |     |     |     |     |      |     |      |    |
| Passage comprehension                                                                     |      |     |     |     |     |     |      |     |      |    |
| Passage A                                                                                 |      |     |     |     |     |     |      |     |      |    |
| 14. What does the Tailor Bird use in place of thread? (grass, string, spider web, thorns) | 50   | 42  | 36  | 68  | 94  | —   | —    | —   | —    | —  |
| 15. Tailor Bird . . . (inferential meaning)                                               | 8    | 42  | 27  | 18  | 60  | —   | —    | —   | —    | —  |
| 16. Tailor Bird . . . (inferential meaning)                                               | 0    | 25  | 27  | 5   | 58  | —   | —    | —   | —    | —  |
| 17. Tailor Bird . . . (literal meaning)                                                   | 0    | 33  | 0   | 27  | 72  | —   | —    | —   | —    | —  |
| Passage B                                                                                 |      |     |     |     |     |     |      |     |      |    |
| 14. Paracutin was once the name of (a peasant, a village, an old mountain, a Mexican)     | —    | —   | —   | —   | —   | 16  | 28   | 12  | 9    | 70 |
| 15. Paracutin . . . (literal meaning)                                                     | —    | —   | —   | —   | —   | 32  | 44   | 36  | 50   | 90 |
| 16. Paracutin . . . (inferential meaning)                                                 | —    | —   | —   | —   | —   | 42  | 11   | 24  | 68   | 84 |
| 17. Paracutin . . . (literal meaning)                                                     | —    | —   | —   | —   | —   | 5   | 17   | 8   | 27   | 53 |
| 18. Paracutin . . . (inferential meaning)                                                 | —    | —   | —   | —   | —   | 16  | 33   | 20  | 9    | 60 |
| 19. Paracutin . . . (inferential meaning)                                                 | —    | —   | —   | —   | —   | 16  | 28   | 24  | 44   | 81 |
| Mean percentage                                                                           | 41   | 46  | 35  | 53  | 88  | 46  | 55   | 43  | 59   | 90 |
| Results for students tested both at Week 26 and at follow-up testing                      | N    | 7   | 7   | 6   | 6   | 11  | 11   | 16  | 16   |    |
|                                                                                           | Mean | 6.6 | 8.3 | 6.7 | 8.5 | 7.2 | 10.0 | 8.0 | 10.4 |    |
|                                                                                           | S.D. | 3.6 | 3.2 | 4.3 | 1.8 | 3.1 | 1.8  | 3.0 | 2.2  |    |

(a) Week 26 sample, 1980.

(b) Follow-up sample, 1981.

students in the Melbourne primary sample, and for twenty-two of the thirty-four students in the Melbourne secondary sample. The numbers of students in these groups giving various types of responses are indicated in the 'Total N' columns in Table 10.11. A corresponding analysis has been presented in each case for those students for whom teacher ratings of adjustment were available for all occasions on which the questionnaire was completed by teachers, namely at Week 8, Week 20 and again at the follow-up testing. These comparative analyses appear under the 'Common N' sets of three columns in Table 10.11, but the numbers of cases are considerably fewer than in the corresponding Total N column.

**Table 10.9**

**Percentages of refugee students in Sydney and Melbourne primary level samples and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 10N, together with comparison of mean scores of students tested on two occasions**

|                                                                            | <u>Sydney</u>                                          |               | <u>Melbourne</u> |           | <u>Australia</u>        |
|----------------------------------------------------------------------------|--------------------------------------------------------|---------------|------------------|-----------|-------------------------|
|                                                                            | <i>Wk 26(a)</i>                                        | <i>FU (b)</i> | <i>Wk 26</i>     | <i>FU</i> | <i>10-year-old norm</i> |
| <b>No. of students administered Numeration Test 10N</b>                    |                                                        |               |                  |           |                         |
| Oct.-Dec. 1980                                                             | 13                                                     |               | 11               |           |                         |
| Apr.-July 1981                                                             |                                                        | 12            |                  | 22        |                         |
| <i>Test items</i>                                                          | <i>Percentage of students answering item correctly</i> |               |                  |           |                         |
| 1. Estimate no. of matches in box (pictorial).                             | 62                                                     | 33            | 18               | 27        | 53                      |
| 2. In number 2064, what does the 6 stand for?                              | 38                                                     | 33            | 18               | 68        | 86                      |
| 3. Which shape is $\frac{1}{4}$ shaded?                                    | 38                                                     | 58            | 45               | 64        | 87                      |
| 4. John's dad is a tall man. His height is about (1, 2, 4, 6) metres.      | 23                                                     | 50            | 9                | 23        | 28                      |
| 5. Interpret TV program guide.                                             | 8                                                      | 33            | 36               | 64        | 92                      |
| 6. Ordering objects in terms of numerical size.                            | 15                                                     | 17            | 9                | 59        | 96                      |
| 7. Selecting from a number of objects the one closest to a given position. | 15                                                     | 33            | 27               | 59        | 90                      |
| 8. How many people are in this picture?                                    | 77                                                     | 83            | 64               | 100       | 98                      |
| 9. Measuring length of object with ruler (picture).                        | 46                                                     | 75            | 45               | 96        | 96                      |
| 10. Add $9 + 6$ .                                                          | 92                                                     | 92            | 80               | 96        | 91                      |
| 11. Subtract $17 - 9$ .                                                    | 92                                                     | 67            | 73               | 91        | 87                      |
| 12. Multiply $7 \times 6$ .                                                | 77                                                     | 83            | 36               | 77        | 83                      |
| 13. Divide $56 \div 7$ .                                                   | 62                                                     | 58            | 45               | 68        | 73                      |
| 14. Put a cross on the girl running fourth in race.                        | 31                                                     | 33            | 18               | 64        | 94                      |
| 15. Add $38 + 19$ .                                                        | 62                                                     | 67            | 73               | 82        | 83                      |
| 16. Subtract $36 - 19$ .                                                   | 62                                                     | 58            | 64               | 77        | 74                      |
| 17. Multiply $38 \times 9$ .                                               | 54                                                     | 42            | 18               | 64        | 55                      |
| 18. Divide $125 \div 5$ .                                                  | 31                                                     | 58            | 45               | 55        | 65                      |
| 19. How many balloons are there altogether?                                | 62                                                     | 50            | 64               | 64        | 94                      |

|                                                                                                                            |                   |                  |                  |                   |                  |
|----------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|------------------|-------------------|------------------|
| 20. How much money is here altogether?<br>(picture of coins).                                                              | 77                | 83               | 55               | 68                | 97               |
| 21. Calculating change from 50 cents.                                                                                      | 54                | 50               | 27               | 73                | 91               |
| 22. Total cost of 3 articles, 5c, 9c, 4c.                                                                                  | 38                | 50               | 55               | 59                | 95               |
| 23. How many (20c) toy baskets can you<br>buy for \$1?                                                                     | 38                | 58               | 45               | 55                | 94               |
| 24. How many minutes in half an hour?                                                                                      | 38                | 50               | 45               | 32                | 89               |
| 25. (Picture of 4 boxes of 15 cards).<br>Altogether how many cards in the 4<br>boxes?                                      | 69                | 50               | 45               | 77                | 89               |
| 26. Reading a calendar.                                                                                                    | 31                | 58               | 36               | 77                | 91               |
| 27. (Picture). Cost of 3 bags of jellybeans<br>(at 25c a bag).                                                             | 54                | 58               | 45               | 59                | 90               |
| 28. Reading a pictograph.                                                                                                  | 23                | 42               | 36               | 64                | 81               |
| 29. Reading time from a watch (picture).                                                                                   | 46                | 58               | 36               | 46                | 71               |
| 30. (Picture). Mary's cakes (8). Betty's<br>cakes (2). How many cakes must<br>Mary give Betty so both have same<br>number? | 0                 | 25               | 9                | 41                | 76               |
| 31. (Picture). Medicine bottle. (Contents,<br>150ml.) (Dose 10ml. a day). How<br>many days will medicine last?             | 8                 | 42               | 18               | 27                | 69               |
| 32. Put crosses on 1/3 of the lollies.<br>(picture).                                                                       | 8                 | 8                | 9                | 32                | 47               |
| 33. 20 minutes after 10 past 8. What<br>time?                                                                              | 0                 | 8                | 0                | 18                | 69               |
| Mean percentage                                                                                                            | 43                | 50               | 38               | 61                | 81               |
| Results for students tested both<br>at Week 26 and at follow-up<br>testing                                                 | N<br>Mean<br>S.D. | 8<br>15.4<br>9.3 | 8<br>19.1<br>9.8 | 6<br>15.0<br>10.3 | 6<br>21.2<br>8.4 |

(a) Week 26 sample, 1980.

(b) Follow-up sample, 1981.

The response categories presented in Table 10.11 are those actually chosen by teachers from the list of categories provided in the questionnaire. In the first item, for instance, 'How familiar is the child with class routine?', teachers could choose from 'very familiar', 'familiar', 'unfamiliar', 'I am uncertain'. In the sometimes/often items, they had the choice of 'often', 'sometimes', 'occasionally', 'never', 'I am uncertain'. Although there was scope for varying interpretations of 'sometimes' and 'occasionally', the same categories were presented to teachers on each occasion on which the questionnaire was completed.

Comparisons of adjustment ratings for the same students at Weeks 8, 20 and follow-up testing are complicated by the fact that the student was usually not rated by the same teacher at Weeks 8 and 20, and was certainly rated by a different teacher at the time of the follow-up testing. For certain items, Table 10.11 shows that most students were regarded as being familiar with classroom routine from Week 8 onwards in the Contingency Program, and also in the regular school system. Likewise, most of the students were seen as usually exhibiting acceptable behaviour and being happy in class. While willingness to participate in class activities and co-operation with class peers were characteristic of the Melbourne primary and secondary samples both during the Contingency Program and at the time of the follow-up testing, these attributes were less in evidence at the follow-up testing for

the Sydney primary sample. This suggests that some students became more withdrawn on transfer to the regular school system. The same tendency appears in the Melbourne samples as well as in the Sydney sample for students initiating communication with their class peers or with their teachers or ethnic aides. When the students moved into the wider school system, they seemed less inclined to initiate communication with their peers, and much less inclined to do so with their teachers, than they were in the presumably more secure environment of the intensive language classes. The incidence of unusually quiet, shy, reticent or withdrawn behaviour also tended to be slightly greater at the time of the follow-up testing. These trends appeared to apply equally to the Sydney and Melbourne groups, despite the differing potentiality for integration with English-speaking students which existed in the New South Wales and Victorian approaches to the operation of the Contingency Program. Their significance is qualified, however, by the fact that they are based on small numbers of students.

**Table 10.10**

**Percentages of refugee students in Sydney and Melbourne secondary level samples and of Australian norming sample students in 1975 giving correct answers to questions in ACER Numeration Test 14N, together with comparison of mean scores of students tested on two occasions**

|                                                                                            | <i>Sydney</i>                                          |               | <i>Melbourne</i> |           | <i>Australia</i>        |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------|------------------|-----------|-------------------------|
|                                                                                            | <i>Wk 26(a)</i>                                        | <i>FU (b)</i> | <i>Wk 26</i>     | <i>FU</i> | <i>14-year-old norm</i> |
| No. of students administered Numeration Test 14N                                           |                                                        |               |                  |           |                         |
| Oct.-Dec. 1980                                                                             | 26                                                     |               | 25               |           |                         |
| Apr.-July 1981                                                                             |                                                        | 18            |                  | 34        |                         |
| <i>Test items</i>                                                                          | <i>Percentage of students answering item correctly</i> |               |                  |           |                         |
| 1. Calculating equivalent areas.                                                           | 46                                                     | 22            | 4                | 56        | 86                      |
| 2. (Picture). Chemist open 8 a.m. - 10 p.m. How many hours?                                | 42                                                     | 78            | 28               | 59        | 83                      |
| 3. Betty ran 70 metres in 10.8 secs, Mary in 12.4 secs. How many seconds faster was Betty? | 42                                                     | 67            | 40               | 65        | 76                      |
| 4. Which of five fractions closest in size to 3/16?                                        | 4                                                      | 11            | 4                | 32        | 63                      |
| 5. Lowest price per bag for tea bags. (25 bags for 33 cents, 30 bags for 37 cents, etc.).  | 27                                                     | 33            | 8                | 29        | 69                      |
| 6. Interpreting distance on simple map.                                                    | 50                                                     | 61            | 24               | 62        | 79                      |
| 7. Calculating change from \$1.                                                            | 62                                                     | 94            | 24               | 79        | 95                      |
| 8. Reading time from a watch (picture).                                                    | 50                                                     | 83            | 48               | 79        | 89                      |
| 9. Reading a simple bar graph and scale.                                                   | 31                                                     | 61            | 16               | 35        | 88                      |
| 10. Add 9 + 6.                                                                             | 100                                                    | 100           | 96               | 100       | 99                      |
| 11. Subtract 17 - 9.                                                                       | 92                                                     | 83            | 92               | 100       | 96                      |
| 12. Multiply 7 x 6.                                                                        | 92                                                     | 83            | 88               | 97        | 96                      |
| 13. Divide 56 ÷ 7.                                                                         | 85                                                     | 94            | 92               | 91        | 92                      |
| 14. Measuring length of object with ruler (picture).                                       | 54                                                     | 72            | 44               | 68        | 90                      |

|                                                                                                                 |      |      |      |      |      |
|-----------------------------------------------------------------------------------------------------------------|------|------|------|------|------|
| 15. Add $38 + 19$ .                                                                                             | 88   | 94   | 92   | 97   | 94   |
| 16. Subtract $36 - 19$ .                                                                                        | 77   | 89   | 88   | 82   | 90   |
| 17. Multiply $38 \times 9$ .                                                                                    | 69   | 78   | 64   | 88   | 80   |
| 18. Divide $125 \div 5$ .                                                                                       | 88   | 78   | 76   | 91   | 90   |
| 19. John turned 13 on 7 Jan. 1975. Year born?                                                                   | 19   | 33   | 4    | 50   | 90   |
| 20. Recipe for 1 pie. How much flour for 3 pies?                                                                | 19   | 39   | 4    | 47   | 92   |
| 21. Relative magnitude of 1, 2 and 3 place decimal fractions.                                                   | 31   | 50   | 24   | 56   | 86   |
| 22. Lottery winning ticket list. Which number closest to 85000 won a prize?                                     | 31   | 17   | 0    | 44   | 77   |
| 23. Comparing prices. How much cheaper is Soft Top than Hard Top vehicle?                                       | 31   | 44   | 32   | 44   | 77   |
| 24. (Advt.) Concrete \$24 per cub. metre. Cost of $3/4$ of a cub. metre?                                        | 23   | 28   | 12   | 38   | 80   |
| 25. (Picture). Medicine bottle. (Contents, 300ml.) (Dose, 20ml. 3 times day). How many days will medicine last? | 4    | 33   | 8    | 32   | 72   |
| 26. (Signpost). Bourke, 450km. How many hrs. at 90km. per hr.?                                                  | 38   | 78   | 40   | 62   | 81   |
| 27. Reading a dial on weighing scales.                                                                          | 31   | 56   | 44   | 44   | 78   |
| 28. (Advt). Yearly interest on \$900 at 10%?                                                                    | 23   | 44   | 12   | 47   | 70   |
| 29. Cost saving in buying family ticket in place of adult and child tickets.                                    | 4    | 33   | 4    | 21   | 89   |
| 30. Total cost of several items purchased from list in milk bar. (Under \$10).                                  | 12   | 33   | 8    | 38   | 64   |
| 31. Comparing volumes of cuboids.                                                                               | 8    | 17   | 0    | 32   | 57   |
| 32. Determining sales tax on article from tax chart.                                                            | 23   | 17   | 4    | 29   | 72   |
| 33. $1240 \div 29$ is about (20, 30, 40, 50, 60).                                                               | 42   | 78   | 28   | 53   | 68   |
| Mean percentage                                                                                                 | 44   | 57   | 35   | 59   | 82   |
| <hr/>                                                                                                           |      |      |      |      |      |
| Results for students tested both at Week 26 and at follow-up testing                                            | N    | 15   | 15   | 16   | 16   |
|                                                                                                                 | Mean | 12.6 | 18.5 | 10.4 | 16.5 |
|                                                                                                                 | S.D. | 5.9  | 5.4  | 3.2  | 6.3  |

(a) Week 26 sample, 1980.

(b) Follow-up sample, 1981

In rating the adequacy of a refugee student's English, teachers were asked a different question at Weeks 8 and 20 to the one asked at the follow-up testing. At Weeks 8 and 20, they were asked: 'How adequate do you expect this child's English to be for participation in the normal school system?' It is clear from Table 10.11 that original expectations of adequacy had been lowered by Week 20, and that the ratings of adequacy at the follow-up testing were considerably lower than the earlier expectations, especially for secondary students. Except for the Melbourne primary sample, the standard of English of most refugee students was seen by their teachers at the time of the follow-up testing to be barely adequate for participation in the normal school system and to be quite inadequate in some cases, even though students were using English more to participate in classroom activities.

Table 10.11

Numbers of students perceived by teachers to be exhibiting various levels of adjustment to aspects of the school environment at Week 8, Week 20 and at the time of the follow-up testing program

|                                                                            | <i>Sydney primary</i> |              |           |                | <i>Melbourne primary</i> |              |           |                | <i>Melbourne secondary</i> |              |           |                |
|----------------------------------------------------------------------------|-----------------------|--------------|-----------|----------------|--------------------------|--------------|-----------|----------------|----------------------------|--------------|-----------|----------------|
|                                                                            | <i>Common N = 6</i>   |              |           | <i>Total N</i> | <i>Common N = 7</i>      |              |           | <i>Total N</i> | <i>Common N = 9</i>        |              |           | <i>Total N</i> |
|                                                                            | <i>Wk 8</i>           | <i>Wk 20</i> | <i>FU</i> |                | <i>Wk 8</i>              | <i>Wk 20</i> | <i>FU</i> |                | <i>Wk 8</i>                | <i>Wk 20</i> | <i>FU</i> |                |
| Familiar, very familiar with class routine                                 | 6                     | 4            | 6         | 8              | 6                        | 7            | 7         | 17             | 9                          | 9            | 9         | 22             |
| Willing/very willing to participate in classroom activities                | 6                     | 6            | 3         | 6              | 5                        | 6            | 5         | 14             | 7                          | 9            | 7         | 19             |
| Usually/always co-operates with class peers                                | 5                     | 5            | 3         | 5              | 6                        | 6            | 7         | 17             | 9                          | 9            | 9         | 20             |
| Sometimes/often initiates communication with class peers                   | 6                     | 3            | 4         | 6              | 4                        | 6            | 3         | 11             | 9                          | 8            | 7         | 18             |
| Sometimes/often initiates communication with teachers/aides                | 6                     | 2            | 3         | 5              | 3                        | 5            | 4         | 12             | 5                          | 8            | 4         | 14             |
| Usually/always appears happy in class                                      | 6                     | 6            | 4         | 7              | 4                        | 6            | 6         | 16             | 9                          | 9            | 9         | 21             |
| Behaviour usually/always acceptable in class                               | 6                     | 6            | 6         | 10             | 6                        | 7            | 7         | 16             | 9                          | 8            | 8         | 21             |
| Unusually quiet/shy/reticent/withdrawn                                     | —                     | 2            | 1         | 1              | 2                        | 2            | 3         | 6              | —                          | —            | 2         | 3              |
| Sometimes/often interacts with English-speaking children not in same class | —                     | 1            | —         | —              | —                        | —            | —         | —              | 2                          | —            | —         | —              |
| Sometimes/often uses English to participate in classroom activities        | —                     | —            | 2         | 5              | —                        | —            | 6         | 16             | —                          | —            | 6         | 17             |
| Adequacy (a) of child's English for participation in normal school system  |                       |              |           |                |                          |              |           |                |                            |              |           |                |
| Adequate/very adequate                                                     | 4                     | 2            | 2         | 2              | 4                        | 2            | 3         | 10             | 6                          | 7            | —         | 4              |
| Barely adequate                                                            | —                     | 3            | 2         | 5              | 3                        | 3            | 4         | 7              | 2                          | 2            | 7         | 16             |
| Quite inadequate                                                           | 1                     | 1            | 2         | 3              | —                        | 1            | —         | —              | —                          | —            | 2         | 2              |
| Reaction to refugee students of students from English-speaking background  |                       |              |           |                |                          |              |           |                |                            |              |           |                |
| Little reaction observed                                                   | —                     | 1            | 2         | 3              | —                        | —            | 2         | 2              | —                          | —            | 3         | 7              |
| Mainly positive reaction                                                   | —                     | 1            | 3         | 5              | —                        | —            | 5         | 14             | 2                          | —            | 1         | 3              |
| Mainly negative reaction                                                   | 1                     | 1            | —         | —              | —                        | —            | —         | 1              | —                          | —            | 1         | 3              |

(a) For Weeks 8 and 20 this refers to expected adequacy after six months; for follow-up sample, it refers to present adequacy.



Teachers reported little evidence of interaction between refugee students and English-speaking students not in their classes during the period of the Contingency Program. When the students moved into the normal school systems, the general impression of teachers was that students from English-speaking backgrounds in these systems generally reacted positively to the refugee students. At the secondary level, reactions appeared to be a little more diverse; while they were mainly regarded as being neutral, some teachers assessed them as being mainly positive and others as mainly negative. Given their perceived inadequacies in English, and some loss of confidence after the initial movement from their ethnic-based classes to the wider school system, the refugee students seem to have been reasonably well accepted by students in the normal school systems and to have made a reasonably satisfactory adjustment to their new school environment.

## Chapter 11

### Conclusions and recommendations

The broad aims of the Contingency Program can be discerned from statements by the Commonwealth Minister for Education and the Commonwealth Department of Education which have been presented in Chapter 1. Funds were provided to government and non-government education authorities 'to help them cope with the impact on schools of the arrival of numbers of refugee children mainly from Vietnam, Laos and Kampuchea'. The program was intended 'to assist the children's language acquisition to enable them to be integrated as soon as possible into established programs of the school system'. It was initially expected that, on average, children would be integrated into ordinary classes after three months; a longer period was envisaged for students with a particular language problem especially at the secondary level, but assistance for any one student was not expected to extend beyond six months. The three-month period had in general been found to be inadequate by 1979, and provision was made for up to six months' special tuition where necessary. Refugee students needing further special language tuition after the three-month or six-month period would be catered for by migrant education programs funded by the Schools Commission.

The basis for the selection of the three-month (or six-month) period of funding for the Contingency Program was not made clear. Unless the Commonwealth expected the State government and non-government education authorities to absorb part of the costs of educating and integrating the refugee children into school systems, there must have been an implicit assumption that this period of time was adequate for refugee students to acquire at least enough English to move into the regular school system. Indeed, the Commonwealth authorities expected that some of the refugee children would require little or no assistance through the program and would be in a position to 'be integrated into schools in a short time after their arrival in Australia'.

In commissioning this study, the then Commonwealth Department of Education clearly intended that the evaluation would do more than merely determine whether the program had helped the various school authorities to cope with the impact of the refugee students on schools. It was concerned with the extent to which the program assisted in the English language development of the children and facilitated the process of integrating the children into school systems. Specific aspects to be examined included, *inter alia*:

- the environments in which the special English education is undertaken and the effects of such factors as separation or inclusion in a school environment, metropolitan versus provincial;
- the amount of time needed in special English classes prior to transition;
- the allocation of resources (including teachers, aides, materials);
- the personal particulars of the children and the relationships of these to changes in ability to speak, comprehend, read and write English and to make the transition to a school system.

The general and specific aspects of the program on which information was sought were translated into the set of research questions on pages 8 and 9 of this report. The

program will be evaluated in relation to the results obtained for major groupings of these research questions.

### **Amount of time needed in special English classes prior to transition to normal school system**

One of the major outcomes of the study has been to generate information on the rate at which school-aged children from countries with an Asian culture and a recent history of military conflict acquire proficiency in the English language through schooling in an English-speaking host country with a western culture. The study has shown the level of proficiency attained by Indo-Chinese refugee students in several aspects of language after they have received instruction in intensive English classes at school for varying periods of time — eight weeks, fourteen weeks, twenty weeks and twenty-six weeks. To establish the amount of time needed by refugee students in such classes, it was necessary to have some criteria against which their proficiency could be assessed. In the case of reading comprehension, dictation, completing simple printed forms and comprehending spoken instructions, the criteria were taken to be the average level of performance of Australian students of the same (or lower) age on these particular tasks. Proficiency in speaking was assessed in terms of a criterion-referenced scale adapted from a scale developed to indicate progressive levels of speaking proficiency in English for adult migrants. Essays written by secondary students were judged on a qualitative scale embodying the presumed level of performance of Australian students of the appropriate age levels on the same essay tasks.

On all of these indices of language proficiency, there was clear evidence of improvement over the period in which the students were enrolled in the Contingency Program. But there was also clear evidence that, irrespective of whether they had completed eight, fourteen, twenty or twenty-six weeks instruction in intensive English classes in the Contingency Program, the proficiency of refugee students was well below that of similar-aged Australian students. When they left the program, most of the primary level refugee students were at level 1 or below on the speaking proficiency scale, i.e. they were capable of only three to four word utterances in speaking and could understand English only if spoken to slowly and deliberately; only half of the secondary level students had reached level 2 on the scale, which was characterised by hesitant speech, slow delivery, great difficulty in expressing and justifying opinions, and a need for questions to be repeated. In their understanding of oral instructions, refugee students at primary and secondary levels fell well short of the performance of 10-year-old and 14-year-old Australian students respectively. Similarly, at the time of leaving the program, they were well below 10-year-old and 14-year-old norms for Australian students in filling in simple items of information on printed forms. In reading comprehension, less than half of the primary level students (whose Australian age peers were in Year 5) had attained Year 2 level for Australian students, and less than half of the secondary level students (whose Australian age peers were in Year 9) had attained Year 3 level for Australian students. In dictation, one-half or less of the primary level students had attained Year 2 level for Australian students and one-half or less of the secondary level students had attained Year 3 level for Australian students. Again, at the time of leaving the program, the standard of essay writing of the secondary level students was well below the normal standards of Australian students in Year 8 or Year 9 classes. In an ACER reading test designed for an Australia-wide survey of literacy among 10-year-old and 14-year-old students and administered to refugee students when they had spent six months in the Contingency

Program, the percentages of primary level refugee students answering the questions correctly averaged about 40 per cent compared to 80 per cent to 90 per cent for Australian 10-year-old students; at the secondary level, the percentages again averaged about 40 per cent compared to 80 per cent to 90 per cent for Australian 14-year-old students. When the test was readministered to a sample of the refugee students in their regular schools some five to seven months later, the average percentage answering the questions correctly had risen to only 50 per cent for primary level students and 57 per cent for secondary level students.

The relatively low levels of English language proficiency attained by the refugee students after six months in the Contingency Program were attested to also by teachers. When completing questionnaires relating to the students at Week 20, Contingency Program teachers expected from one-third to one-half of the students to have barely adequate or quite inadequate English for participation in the normal school system at the end of their six months of intensive study. Principals of schools to which refugee students transferred after leaving the program typically reported that the students were coping with difficulty in English language skills or unable to cope.

It could be argued that it would be sufficient for the Contingency Program to establish certain minimal levels of proficiency in English, and that subsequent improvement in English proficiency might best be brought about by early transfer of students to the normal school system. There would be some force in this argument if the minimal levels were relatively close to the levels of proficiency operating in the normal school system, but the levels attained by refugee students in the Contingency Program classes were clearly well below those of their Australian age peers. This view seemed to be generally shared by the principals and teachers of Contingency Program classes; although they had the opportunity in Sydney to transfer students to mainstream classes in their original schools, few principals availed themselves of it.

The conclusion seems inescapable that for the large majority of refugee students, three months in intensive English classes is far too short a period to bring their English language proficiency to within a reasonable distance of the level they would require to operate in the regular school system. Moreover, while a longer period of instruction in intensive English classes would improve their level of proficiency, even six months is still too short a period for most of the refugee students to attain the requisite levels of proficiency. Acquiring a new language under these conditions obviously requires a considerable period of time, and the continuation of systematic ESL instruction for at least a further twelve months in the regular schools to which the students move seems essential. This estimate takes account of the fact that progress in English was still not spectacular after students had been in the regular school system for five to seven months. In making these provisions, it would be in the interests of both the students and the school to have part-time ESL teachers if numbers of students do not warrant a full-time ESL teacher.

This discussion of the amount of time refugee students need to acquire proficiency in English leads to the following recommendation:

**Recommendation 1** *Provision should be made for intensive English classes for Indo-Chinese refugee students for at least the first six months of their period of schooling in Australia, followed by subsequent systematic ESL instruction for at least a further twelve months.*

### **Variation in levels of assistance according to student background**

Formal arrangements for providing different levels of assistance to refugee students of different backgrounds do not seem to have been a feature of the Contingency

Program classes. Differences among individual students in rates of progress in English would undoubtedly have been taken into account in the placement of students in classes within the schools/centres, and in recommending if and when they should proceed to mainstream classes in the same school or to schools in the normal school system. When students enrolled in the normal school system, however, some schools made special provisions for students with little or no previous schooling. About one-half of the infants and primary principals and one-third of the secondary principals of schools receiving students from Contingency Program classes indicated that students with little or no previous schooling were often placed in full-time special class groups with an ESL teacher, or were withdrawn from regular classes for individual or small group tuition by an ESL or remedial teacher, or were given extra individual attention by the class teacher.

Some indication of the need for variation in level of assistance may be gained from the analysis of background factors in relation to proficiency in English. The rate at which the students acquired proficiency in English was similar for boys and girls, for Vietnamese, Laotian and Kampuchean students, for students with fathers in unskilled as against skilled or professional occupations, and for students with varying amounts of previous schooling and previous study of English. But the initial proficiency of students in English when they first entered the Contingency Program was related to some of these background factors. While these initial proficiency levels were similar for boys and girls, for Vietnamese, Laotian and Kampuchean students and for students with fathers in unskilled or skilled occupations, they differed according to the extent of the student's previous study of English, and sometimes according to the extent of previous schooling. Students with some previous study of English, even if only three to six months in a refugee camp, had an advantage over those with no previous study when they enrolled in the Contingency Program; this initial advantage was retained over the period of the program.

These findings suggest that the only background factor which might serve as a guide to the varying amounts of assistance students might need in their on-arrival intensive language classes is their previous study of English, although some account might be taken also of the extent of their previous schooling. Judging by the levels of proficiency in English attained by students in the Contingency Program classes, it is not the case that some groups of students need less assistance than what is at present provided, but that those with little or no previous study of English need assistance for a much longer period. The level of the student's previous study of English could be easily confirmed by the application of oral/written screening tests.

The findings further suggest that there is a strong case for refugee students to commence the study of English, or to continue it if they have already had some proficiency in English, in the refugee camps before they arrive in Australia. The case is even stronger for those students with little or no previous schooling. This would be likely to assist the students to attain acceptable levels of proficiency in English for Australian school systems much earlier than if they commenced their study of English on arrival in Australia.

Two recommendations arise from the foregoing discussion:

**Recommendation 2** *Provision for intensive ESL instruction should be made for refugee students as soon as they arrive at refugee camps, and not delayed until they arrive in Australia.*

**Recommendation 3** *Special provision should be made for newly arrived refugee students with little or no previous schooling, through procedures such as assignment*



*to special classes, a primary initial emphasis on oral language and special attention to the concept of writing.*

### **Length of stay in initial Contingency Program classes**

The original expectations of the Commonwealth about the length of time refugee students would need to spend in initial Contingency Program classes have been outlined in Chapter 1 and again at the beginning of this chapter. Initially, the students were expected, on average, to need a period of three months; students with particular language problems were expected to need six months. Later, when the three-month period was in general found to be inadequate, students were expected to stay for up to six months where necessary. In effect, the Commonwealth's intentions were that refugee students should stay in the program for at least three months unless they were sufficiently proficient in English and sufficiently well adjusted to move into the normal school system. The Contingency Program can therefore be evaluated in terms of the extent to which it retained students in the initial intensive English program for this period of time.

Sixteen per cent of the primary level students and 4 per cent of the secondary level students stayed in the initial Contingency Program classes for less than eight weeks. Forty-five per cent of Sydney primary students and 14 per cent of Melbourne primary students stayed for less than fourteen weeks, as did 33 per cent of Sydney secondary and 16 per cent of Melbourne secondary students. In Sydney, the program was more successful in retaining secondary level students than primary level students, but its retention rates at both levels were considerably below those which applied in Melbourne. Even if a period of fourteen weeks in the program had been sufficient to bring the students to an adequate level of proficiency in English, the program would have fallen short of its objectives in both cities by failing to retain substantial proportions of the students for that period; this argument would lose some of its force of course, if the early leavers had attained adequate proficiency in English or had all proceeded to schools where further intensive classes in English were available. The results showed that few, if any, of the early leavers, primary or secondary, had acquired adequate proficiency in English. Further, while early leavers at the secondary level would probably have moved to schools where further intensive ESL instruction was available, early leavers at the primary level would in many instances have moved to primary schools where such instruction was not available.

Given the generally low levels of proficiency in English achieved by students after twenty weeks or twenty-six weeks in the program, the failure of the program to retain many students for even fourteen weeks must have reduced its effectiveness. When the program retained the students for longer periods, however, their proficiency in English was still well below that of their Australian age peers. Judging by their performance, a good case can be advanced for requiring refugee students to spend at least six months in their initial intensive English classes. Apart from the increased levels of proficiency this would be expected to produce, refugee students with six months' training in an initial intensive English program would certainly be less disadvantaged if they were then unfortunate enough to move to a normal school without facilities for systematic ESL instruction.

It must be recognised that the needs of refugee students are not the only factor determining the time they spend in their initial Contingency Program classes. The accommodation and employment needs of their parents are likely to be paramount in the decision as to when the family will move out into the wider community, and Recommendation 4 takes this into account.

**Recommendation 4** *To the extent that their accommodation and employment needs allow, the parents of refugee students should be encouraged to keep the students in their initial intensive English classes for at least six months.*

The degree to which Recommendation 4 could be implemented depends very much on the nature of resettlement patterns. If these patterns could be as tightly controlled in New South Wales as in Victoria, and if this form of control can be maintained in Melbourne, there would be few difficulties in implementing Recommendation 4. As more and more Indo-Chinese refugees become integrated into the Australian community, however, there may well be changes in the official approach to the initial resettlement of these refugee groups. If they are allowed to move freely into the community soon after arrival, the original conception of providing intensive English classes to students in a few specific locations may need to be replaced by a policy of making systematic ESL instruction available to all refugee students in whatever school they eventually enrol.

### **Organisation of Contingency Program classes**

The school systems in each State were free to choose the way in which they would organise the Contingency Program classes. In most States, including New South Wales, government school systems set up intensive language classes within existing schools. In Sydney, most of these classes were attached to a few high schools and primary schools in the Liverpool area in the south-western metropolitan region, since they were relatively close to migrant centres receiving most of the refugees. A very different form of organisation was adopted in Melbourne, which chose to set up intensive language centres in five locations which were attended only by refugee students; only in one case were students attached to an existing high school.

There was considerable interest in the effects of the markedly different approaches adopted in Sydney and Melbourne to the initial schooling of refugee students. Is this schooling more effective when students have the security of being taught only with other refugee students or when they have the opportunity of mixing with English-speaking students in the normal school system? These rather different environments have potential implications both for the adjustment of the refugee students to their Australian schools and the new culture, and for the rate at which they acquire proficiency in English. What differences, then, were associated with these two forms of organisation?

The most striking difference between the Sydney and Melbourne approaches to the Contingency Program concerned the length of time in which refugee students remained in their initial school or centre. Eighty-six per cent of Melbourne primary students stayed for fourteen weeks or more, as against 55 per cent of Sydney primary students. Similarly, 84 per cent of Melbourne secondary students stayed for fourteen weeks or more as against 67 per cent of Sydney secondary students. The Victorian system of intensive language centres seemed to have a positive effect in retaining the students for a longer initial period. In Sydney, many students moved out into the wider community with only minimal proficiency in English. Some would have received additional tuition in intensive English classes through the Contingency Program at child migrant centres or at schools with sufficiently large enrolments of newly arrived migrant students to warrant the appointment of an ESL teacher. Others would have moved to schools without such facilities; their lack of proficiency in English would almost certainly have created schooling difficulties for themselves, and severe teaching problems for the schools in which they enrolled.



Although there was much more effective control of transition to the regular school system in Melbourne, the actual attainments of the students in Sydney and Melbourne were remarkably unaffected by the two different organisation approaches. No consistent differences in patterns of improvement in oral English, reading comprehension or dictation were found between the Sydney and Melbourne groups for students staying for fourteen to nineteen weeks, twenty to twenty-five weeks or twenty-six weeks in their initial schools or centres. When tested on basic number skills after fourteen weeks in the program, Melbourne students were slightly better than Sydney students, but this could have been due to differences in the ethnic composition of the two groups and their years of previous schooling. On the ACER tests of literacy and numeracy, i.e. Reading Tests 10R and 14R and Numeration Tests 10N and 14N, which were applied after students had been in the program for twenty-six weeks, there were no significant differences between the Sydney and Melbourne students, apart from the fact that the Sydney secondary students tended to be more proficient in the numeration test questions requiring interpretation and application of number concepts. While minor differences occurred in the degree to which Sydney and Melbourne students improved during the program in their understanding of spoken instructions, in answering particular items of information on printed forms, and in writing school essays, they were often too small to be reliable and did not consistently favour either Sydney or Melbourne.

The absence of clear differences in the level of proficiency attained by the Sydney and Melbourne students in the range of English skills tested should not be surprising. Given the seemingly slow rate of improvement which the study suggests might apply to the acquisition of a new language by refugee students from a different culture, it might well be asked whether any factor, organisational or otherwise, could be expected to generate observable differences in proficiency in a complex new set of language skills over such a short period of time.

It would be difficult to support a recommendation for the Victorian form of organisation of classes for newly arrived children on the grounds of its greater holding power when this form of organisation was not associated with superior attainment in English. The results, however, showed that refugee students in general required rather more than six months' experience in intensive English classes. In these circumstances, it would seem essential that adequate steps be taken to ensure that such classes are available to all students when they move into the regular school system, and especially to those who make such a move after only a short time in their initial schools.

**Recommendation 5** *Provision should be made for systematic individual tutoring in ESL for refugee students who move from their initial school/centre to schools which do not provide for instruction in intensive English classes as part of their program.*

The other major feature of interest about the organisational approaches in Sydney and Melbourne was the different effects they might have on the school/social adjustment patterns of the students. The prime difference between the two approaches in this respect was the opportunity for refugee students to mix from the very beginning of their schooling with students in the regular school system. This could be expected to hasten adjustment in an encouraging and accepting atmosphere or to retard it in an unfriendly or hostile atmosphere.

Data on student adjustment provided by the refugee students themselves, and by their teachers and parents showed that in general they had adjusted very well to their new environment. There were occasional differences between the Sydney and Melbourne students in certain aspects of adjustment. For example, refugee students

in Melbourne had less favourable attitudes towards and played less sport and games than those in Sydney, who were able to participate in these activities at school with Australian students. Melbourne students claimed to do more talking with people in English outside school hours than did Sydney students, which was probably associated with a higher incidence of school excursions in Melbourne, presumably designed to stimulate the type of contact that was not available within the centres. But by and large, there were no clear differences in the broad patterns of adjustment of students in the Sydney schools as against those in the Melbourne centres.

The responses on various aspects of student adjustment in the Sydney schools, however, raise the question of how well the opportunities for interaction between refugee students and Australian students are pursued when intensive language classes are attached to existing schools. Over one-third of the Sydney refugee students claimed that they talked in English at school with English-speaking children only once a week or less, and less than one-half of the students did this daily. By the time the Sydney students had been in Contingency Program classes for twenty weeks, their teachers were reporting that virtually none of the students had the opportunity of using English informally with English-speaking students often, but that 40 per cent had such opportunity occasionally. Teachers also reported that only about one-third of the primary level students and one-quarter of the secondary level refugee students in Sydney interacted with English-speaking students from other classes in the school, and that this interaction occurred only occasionally. Secondary school principals in New South Wales noted that refugee students chose to play only among themselves; primary school principals reported that the refugee students played occasionally but not regularly with Australian-born children. Attaching intensive classes for newly arrived refugee children to existing schools apparently provides no guarantee of substantial interaction between the refugee students and the Australian-born students. If refugee students are to gain any real benefit from setting up their Contingency Program classes in existing schools, much more explicit provision needs to be made for the students to mix with Australian-born students. Limiting contact to physical education and music classes seems insufficient. Promoting social contact between individual refugee and Australian-born students could help to close the gap.

**Recommendation 6** *Teachers of newly arrived refugee students who are placed in intensive English classes in existing schools should enlist the active support of mainstream teachers in those schools in making explicit provision for the students to interact regularly with Australian students in those schools.*

### **Organisation and staffing of Contingency Program**

Full-time co-ordinators or liaison officers were appointed to organise the program in the larger States. In Victoria and in the largest New South Wales program, these co-ordinators were assisted by two full-time school counsellors or consultants. The co-ordinators were responsible for such matters as staffing, enrolment and placement of students, transfers of students, accommodation in schools, provision of transport, provision of materials and resources, co-ordination of in-service activities, compilation of statistical records, liaison between schools and the section of the State education department administering the program, and in some cases, curriculum development. Evaluation of the effectiveness of these co-ordinating arrangements is largely impressionistic. In the States in which the detailed study of the Contingency Program was undertaken, the investigators formed the view that the program was

organised in a highly efficient and sensitive manner, despite the difficult conditions involved in meeting accommodation demands and irregular fluctuations in enrolment. The only aspect of the program which might have been better co-ordinated was the collection of information concerning the destination of students leaving the program. This time-consuming task would have required additional administrative assistance and considerable perseverance in tracing the destination of students who left the program during school vacation periods when their families moved out of the migrant reception centres. If the students are to be properly integrated into the normal school system, close monitoring of their movements and progress in that system will be needed, especially if they move to schools where systematic ESL instruction is not available.

**Recommendation 7** *School systems should be provided with the administrative assistance to monitor the location and progress of refugee students for at least a twelve-month period following their transfer to a normal school system.*

Within the schools or centres, the Contingency Program was also effectively organised. In this respect, however, the establishment of separate centres for refugee students had administrative and psychological advantages over systems in which Contingency Program classes were attached to existing schools. In the latter systems, the Contingency Program classes imposed an additional administrative load on the schools. This was offset to some extent by additional administrative assistance, although the level of such assistance was not generally considered adequate in secondary schools. The almost inevitable involvement of non-Contingency Program-funded staff in these schools in considering transfers of students and in giving advice on methods, curricula, materials and resources, creates an additional indeterminate load on staff for which it is difficult to compensate. There may well be a case for providing additional professional as well as clerical assistance when Contingency Program classes are attached to existing secondary schools.

It can also be asked whether the Contingency Program was able to attract suitably qualified teachers in the various States. If it were unsuccessful in this respect, and depended to an undue extent on poorly qualified and inexperienced teachers, a general depressed level of teaching competence may have been partly responsible for the slow rate of acquisition of English by the refugee students.

The surveys carried out in the mainland States revealed that almost one-half of the teachers of Contingency Program classes possessed university or college degrees, and that most of the remainder had a three-year diploma or certificate. The classes were mostly taught by teachers with four years or more teaching experience, although some 12 per cent had just completed or were still completing their first year as a teacher. In general, the teaching staff in the Contingency Program could be regarded as well-qualified academically, well-trained, and experienced teachers.

In the teaching of English as a second language, however, the teaching staff were somewhat less well qualified and less experienced. One-half of them had no accredited qualification in teaching ESL, and some of those with such a qualification had completed only a one- to four-week course arranged by Commonwealth or State authorities. While 80 per cent had participated in in-service courses related to their teaching duties in the Contingency Program, most of these courses were between one and five days in duration. With the notable exception of Queensland, which had a high proportion of very experienced ESL teachers engaged in the program, Contingency Program teachers had been teaching ESL full time for only two years on average.

In 1980, over the period for which information was collected for the present study, there were substantial differences between States in the status of teachers employed in the Contingency Program. The classes were staffed mostly by permanent teachers in Queensland and Victoria. In New South Wales and Western Australia, they were staffed mostly by casual teachers, most of whom were interested in a permanent appointment. It was the clear impression of the investigators that teacher morale was not as high in the Sydney schools as it was in the Melbourne centres. This could be largely attributed to the high degree of uncertainty about continued employment among Contingency Program teachers in New South Wales; many of them expected to have no more than two weeks notice of a renewal of their appointment for 1981. The question of their status was the subject of industrial disputation, and in 1981, thirty teachers were given permanent appointments.

It could be argued that the lack of TESL qualifications and teaching experience on the part of a substantial proportion of Contingency Program teachers in New South Wales and Victoria and the lower teacher morale in the former State were associated with the relatively slow rate of improvement in English proficiency among refugee students. The argument is relatively easy to counter in the case of morale, as the rate at which students improved in English was similar for the Sydney and Melbourne groups. No data were available to determine whether the rate of improvement in English was greater for experienced than for inexperienced ESL teachers; such data would have been difficult to obtain since the teaching staff in a school or centre consisted of teachers with varying degrees of ESL teaching qualifications and experience, and students were taught by a number of different teachers during their time in the program. While half of the teachers had no ESL qualifications, however, account must be taken of these facts: 80 per cent of the New South Wales and Victorian teachers had three or more years of full-time teaching experience; New South Wales teachers had averaged six to ten years of full-time teaching experience including two years of ESL teaching; Victorian teachers had averaged four to five years of full-time teaching experience including two years of ESL teaching.

Contingency Program teachers, then, were on the whole, an experienced group of teachers with some experience in ESL teaching. While it might have been more appropriate to have only TESL-trained staff undertaking the teaching, it is by no means certain that the rate of improvement of proficiency in the students' English would have been greater. It would, nevertheless, seem reasonable to appoint TESL-trained teachers to these positions, or if there are not sufficient available, to require experienced teachers to undertake a substantial course in the teaching of English as a second language prior to assigning them to teach language to newly arrived refugee students.

**Recommendation 8** *Newly arrived Indo-Chinese refugee students should be taught English by fully qualified and experienced TESL staff who hold permanent full-time appointments in a teaching service and who have participated in a short introductory course concerning the cultures of the students and their particular ESL needs.*

Ethnic aides employed in the Contingency Program generally possessed an adequate level of education and an adequate level of proficiency in their own language for the tasks they were required to undertake. Their level of proficiency in English, however, was not always adequate for these tasks, and there were sometimes communication problems between the aides and the teachers they were assisting. While the difficulties of recruiting aides in each of the required languages who had sufficient length of residence in Australia and sufficient command of English must be recognised, the need to select aides who meet these criteria must be

underlined. Lack of appropriate levels of assistance from ethnic aides are likely to retard the progress of the students in English, as is the practice of using aides largely for clerical assistance and preparation of material instead of stimulating language contact within the classroom.

**Recommendation 9** *Ethnic aides appointed to assist with Indo-Chinese refugee students should have lived in Australia for at least one year and have acquired a good command of English as well as being proficient in their native language.*

**Recommendation 10** *Ethnic aides should be required to spend a substantial proportion of their time in assisting teachers with language contact and study in the classroom.*

### **Methods, curriculum and resources in the Contingency Program**

The typical class size of between eleven and twenty refugee students in the Contingency Program was reasonably consistent with the funding criteria employed by the Commonwealth Department of Education, namely, teacher-student ratios of '1:20 at primary level and 1:15 at secondary level, with some upward or downward variation and with a minimum class size in special circumstances at the secondary level of 10' (Commonwealth Department of Education 1979). Classes of this size would normally be considered to be appropriate for the task to be undertaken, and to allow a proper balance between the use of whole class instruction and individual tutoring of students. In view of the relatively low levels of English proficiency attained by the students in the Contingency Program, it may be questioned whether this class size is appropriate in the special circumstances applying to Indo-Chinese refugee students. While the question must remain a matter of conjecture, it would seem reasonable to conclude that class sizes should be no greater than this, given the range of ages in any one class, the continuous arrival of students and the range of their educational experience.

**Recommendation 11** *Teacher-student ratios in intensive language classes for newly arrived Indo-Chinese refugee students should be no greater than 1:20 at primary level and 1:15 at secondary level.*

There was a proper concentration on ESL teaching in the instructional program provided for students, and the methods used generally conformed to what is regarded as good practice in ESL teaching. The emphasis given to oral English at the beginning of the program was gradually reduced to allow more emphasis to be given to written English. Formal features of English were introduced at the infants level in some States, which seems unnecessarily early. The informal methods of assessment which were generally employed were appropriate for these students in their initial schooling in Australia.

The ESL curricula followed by teachers were mostly developed within their own school and could be regarded as soundly based, given that there would be some well-qualified and experienced ESL teachers in most of the schools or centres. Teachers had ready access to and made appropriate use of equipment, e.g. tape recorders, overhead projectors, television sets and slide projectors. An adequate range of resource materials was being used by teachers, though preferences for particular types of materials seemed to vary between States. The most commonly



used readers were the *Learning English in Australia* series, prepared by the Department of Education and Youth Affairs, but other sets of readers were also in regular use.

One type of resource which seems to have warranted more attention than it received in some States concerns the provision of local excursions and transport-based excursions. Excursions are a very effective means of introducing students to important features of the Australian culture which they are not likely to experience in the restricted environments of school and migrant reception centre. The Victorian pattern of frequent excursions could well be adopted in New South Wales and other States.

**Recommendation 12** *The attention of teachers of newly arrived refugee students should be drawn to the value of school excursions as a means of introducing students to aspects of Australia's culture and of stimulating communication with English-speaking people outside the school environment.*

Although the refugee students generally made a satisfactory adjustment to their new environment, both their initial schools and the schools to which they subsequently moved characteristically played a rather passive role in this adjustment. Interaction of refugee students with other students occurred mostly in activities such as sport and music. Other combined activities may well be difficult to organise, especially in the early stages when the refugee students have little English. But the attention of mainstream teachers as well as Contingency Program teachers needs to be drawn to the need for a positive program for developing social interaction between refugee students and other students.

## **Overall evaluation of the Contingency Program**

In judging the effectiveness of the Contingency Program as a whole, it is appropriate to refer back to the two broad areas in Chapter 2 which the Commonwealth Department of Education set out for specific investigation. How effective was the program in developing 'children's abilities to speak and comprehend spoken English, to read and to write English', and how effective was it in assisting the students in 'the process of integration into school systems'?

The study has provided clear evidence of a steady improvement in the proficiency of the students in speaking and understanding spoken English, and in reading and writing English. Some improvement in their proficiency may no doubt have occurred even if the students had received no formal instruction, but given their initial lack of proficiency in the language, improvement resulting from mere exposure to an English-speaking environment could be expected to be minimal, especially in the areas of reading and writing. The improvement in the students' levels of proficiency in English can be attributed in large part to the instruction they received in the Contingency Program.

While the Contingency Program was successful to this extent, the levels of proficiency attained by the students in English obviously fell short of the expected levels of attainment when the program was originally launched. It does not follow from this that the Contingency Program was not effective. The most likely explanation of the relatively low average levels of English proficiency attained by the students on completion of their initial period in the program is that it takes a considerable period of time for students from an Asian culture to reach the standards

of similar aged students who are native speakers of English. This would apply especially to refugee students whose schooling and outlook have been disrupted by violence and trauma.

The effectiveness of the program can also be judged in terms of the extent to which it assisted refugee students in the process of integration into school systems. In this area, the program was reasonably effective. During their time in the program, refugee students at primary schools were generally happy and well-motivated towards their schooling, and were treated in a friendly or accepting way by their teachers and other students. In secondary schools, the students were either accepting or neutral in their attitudes, and there were few incidents of verbal or physical conflict between them and the refugee students. When they first moved into the normal school systems, the refugee students were received somewhat less favourably by other students, and instances of conflict were a little more numerous. While the refugee students tended to become more quiet and withdrawn during their first few months in the normal school system, and while instances of conflict continued to occur occasionally, the reaction of other students towards them was generally neutral. While the Contingency Program certainly assisted the process of integration, it was somewhat less effective than it might have been in assisting students to adjust to their new environment. Although the difficulties of developing genuine social relationships between indigenous school students and students from another culture should not be underestimated, the Contingency Program was likely to have been more effective if more positive attempts to promote social interaction between the refugee students and other students had been made not only by Contingency Program teachers but by mainstream teachers in both the initial schools and the normal school systems.

In the final years of its operation, some three to four million dollars were being spent each year on the preliminary schooling of about 5000 refugee students to ease their path into Australian school systems. Two questions can be asked about this level of expenditure. Did the results justify expenditure of this order? Was the program cost effective?

An unequivocal answer can be given to the first question. In agreeing to accept refugees from other countries, Australia has a clear responsibility to initiate refugee students into its school systems and provide them with the opportunities for education available to Australian students in general. As immigration policies are a Commonwealth matter and as the provision of primary and secondary education is almost entirely the responsibility of State or non-government authorities, the case for Commonwealth funding for integrating the students into the normal school systems is self-evident. The findings of the study concerning the attainments of the refugee students in various aspects of English, in number and in adjustment patterns show quite clearly that without such funding for initial programs and continued funding for ESL instruction after students move into the normal school systems, these systems would face a very considerable burden in coping with the needs of refugee students while continuing to meet their responsibilities to mainstream students. The refugee students' task of attaining proficiency in English is a long haul for both the students and the systems. It calls for sustained financial support from the Commonwealth for at least eighteen months, but probably for a longer period.

The second question asks whether the money available under the Contingency Program was used in the most effective way to achieve the objectives of the program. Any attempt to relate the results of the program to levels of financial outlay would be difficult, since there were few substantial differences in results for the Sydney and Melbourne programs. From the point of view of cost effectiveness, the program may have benefited if all teachers had possessed an accredited TESL qualification and had



permanent teaching positions, but this is by no means certain. The nomination of higher levels of English proficiency for the employment of ethnic aides, and the greater use of aides for language study and contact within the classroom might well have improved the effectiveness of the program without increasing costs. Given the relatively low levels of English proficiency attained by the students, any cost savings resulting from larger class sizes or reduced expenditure on materials or resources would probably have been self-defeating in their effects on the students' acquisition of English.

## Appendix 1

### CONTINGENCY PROGRAM FOR REFUGEE CHILDREN: NUMBER OF CHILDREN ASSISTED AND TEACHERS, AIDES AND ADVISORY STAFF FUNDED AS AT JULY 1980

| <i>State and school</i>                   | <i>Students</i> | <i>Teachers</i> | <i>Aides</i> | <i>Advisory staff</i> |
|-------------------------------------------|-----------------|-----------------|--------------|-----------------------|
| <b>New South Wales</b>                    |                 |                 |              |                       |
| (a) <i>Government schools</i>             |                 |                 |              |                       |
| Cabramatta High School                    | 160             | 9               | 2            | 7                     |
| Cabramatta West Primary School            | 121             | 5               | 2            |                       |
| Cabramatta Public School                  | 70              | 2               | —            |                       |
| Lansvale East Public School               | 24              | 1               | —            |                       |
| Ashcroft High School                      | 59              | 4.2             | 1            |                       |
| Casula High School                        | 105             | 8               | 1.8          |                       |
| Mt Pritchard East Primary School          | 96              | 4.8             | 1.4          |                       |
| Sadleir Public School                     | 142             | 7.4             | 3            |                       |
| Chester Hill High School                  | 20              | 1.4             | —            |                       |
| Chester Hill North Public School          | 210             | —               | 3            |                       |
| Villawood Primary School                  | 18              | 1               | —            |                       |
| Parramatta Public School                  | 22              | 1               | .5           |                       |
| Strathfield Girls High School             | 33              | 1.4             | .5           |                       |
| Fort Street Primary School                | 48              | 2.8             | 1            |                       |
| Homebush Boys High School                 | 34              | 1.4             | .3           |                       |
| Towradgi Public School                    | 50              | 4.3             | 1.3          |                       |
| (b) <i>Non-government schools</i>         |                 |                 |              |                       |
| St John Vianney's School,<br>Fairy Meadow | 9               | .45             |              |                       |
| NSW total                                 | 1221            | 55.15           | 17.8         | 7                     |
| <b>Victoria</b>                           |                 |                 |              |                       |
| Eastbridge Centre                         | 183             | 10.4            | 3.2          | 8                     |
| Midway Centre                             | 103             | 8.4             | 4            |                       |
| Wiltona Centre                            | 166             | 12.6            | 2.8          |                       |
| Noble Park Centre                         | 166             | 12.6            | 3            |                       |
| Kuranda Centre                            | 58              | 3               | 1            |                       |
| Maribyrnong High School                   | 90              | 7               | 2            |                       |
| Vic. total                                | 766             | 54              | 16           | 8                     |
| <b>Queensland</b>                         |                 |                 |              |                       |
| (a) <i>Government schools</i>             |                 |                 |              |                       |
| Darra State School                        | 69              | 5               | 2            | —                     |
| Inala West Primary School                 | 32              | 2               | 1            | —                     |

|                                   |      |        |      |    |
|-----------------------------------|------|--------|------|----|
| Corinda Special School            | 119  | 9      | 3    | -  |
| Oxley High School                 | 87   | 3      | -    | -  |
| Rockhampton Primary School        | 9    | 1      | 1    | -  |
| (b) <i>Non-government schools</i> |      |        |      |    |
| Darra Convent School              | 19   | 1      | -    | -  |
| Qld total                         | 335  | 21     | 7    | -  |
| <i>South Australia</i>            |      |        |      |    |
| (a) <i>Government schools</i>     |      |        |      |    |
| Pennington Junior Primary School  | 24   | 2      | 1    | 1  |
| Pennington Primary School         | 49   | 2      | 1    | -  |
| Gilles Street Centre              | 104  | 5.2    | 2    | -  |
| Croydon Primary School            | 11   | - )    |      |    |
| Thebarton Primary School          | 7    | - )    | 1    | -  |
| Kilkenny Primary School           | 4    | - )    |      | -  |
| (b) <i>Non-government schools</i> |      |        |      |    |
| Mt Carmel Primary School          | 32   | 1.6    | 1    | -  |
| Other schools                     | 16   | 1      | -    | -  |
| SA total                          | 247  | 11.8   | 6    | 1  |
| <i>Western Australia</i>          |      |        |      |    |
| (a) <i>Government schools</i>     |      |        |      |    |
| Graylands Primary School          | 80   | 5      | 2    | -  |
| Swanbourne Senior High School     | 110  | 6      | 2    | -  |
| Highgate Primary School           | 20   | 1      | 2    | -  |
| Mt Lawley Senior High School      | 17   | 1      | 1    | -  |
| (b) <i>Non-government schools</i> |      |        |      |    |
| John XXIII                        | 18   | 1.2    | 1    | -  |
| WA total                          | 245  | 14.2   | 8    | -  |
| <i>ACT</i>                        |      |        |      |    |
| (a) <i>Government schools</i>     |      |        |      |    |
| Telopea Park High School          | 29   | 2      | 1    |    |
| Narrabundah Primary School        | 17   | 1      | 1    |    |
| ACT total                         | 46   | 3      | 2    | -  |
| <i>Northern Territory</i>         |      |        |      |    |
| (a) <i>Government schools</i>     |      |        |      |    |
| Berry Springs                     | 7    | .5     | -    | -  |
| NT total                          | 7    | .5     | -    | -  |
| Grand total                       | 2867 | 159.65 | 56.8 | 16 |

## **Appendix 2 <sup>(a)</sup>**

### **UNIVERSITY OF SYDNEY DEPARTMENT OF EDUCATION PARENT QUESTIONNAIRE**

A university research group is carrying out a study of the intensive language program under which refugee children are taught English when they first arrive in Australia. We are studying the progress of children in learning English and how they adjust to living in Australia to see if any improvements can be made to their language program. As part of this study we would like to have some information on each family's education before coming to Australia. We would like you to answer the questions on the following pages. The first section refers to the education of parents and guardians of children in the intensive language program and the other sections refer to the children whose names are given at the top of the page.

Thank you for your help in completing the questionnaire.

(a) Appendix 2 is on microfiche.

APPENDIX 21  
QUESTIONNAIRE TO PRINCIPALS OF SCHOOLS RECEIVING  
SOUTH-EAST ASIAN REFUGEE CHILDREN



The University of Sydney  
DEPARTMENT OF EDUCATION  
N.S.W. 2006

IN REPLY  
PLEASE QUOTE:

TELEPHONE: 692 1122

DX 1154

Dear Sir/Madam,

The Department of Education within the University of Sydney is carrying out an evaluation of the Contingency Program for Refugee Children, at the request of the Commonwealth Department of Education. Under this Program, the Commonwealth Department makes funds available to the States to enable Education Departments and other system authorities to provide facilities which will assist newly-arrived refugee children to acquire skills in the English language and to ease their integration into the established school systems.

As one aspect of the evaluation of the Program, we are seeking information on the patterns of movement and progress of the children after they leave the contingency program and move to a regular school program. We ask your cooperation in completing this questionnaire and thus contributing useful data to the study. The responses of individual principals will be confidential to the researchers at the University. Anonymity of responses will be preserved in the presentation of data in the final report on the study.

Most of the questions can be answered by ticking the appropriate response. If you wish to qualify an answer, please make a note in the margin. You are requested to return your completed questionnaire in the enclosed stamped addressed envelope by 10 December 1980.

Thank you for your help.

D. Spearritt  
Professor of Education  
10 November, 1980.

THE UNIVERSITY OF SYDNEY

DEPARTMENT OF EDUCATION

EVALUATION OF CONTINGENCY PROGRAM  
FOR REFUGEE CHILDREN

QUESTIONNAIRE TO PRINCIPALS OF  
SCHOOLS RECEIVING SOUTH-EAST ASIAN  
REFUGEE CHILDREN

NOVEMBER 1980

1. Name of School \_\_\_\_\_
2. What is the total enrolment of full-time students in your school?  
\_\_\_\_\_
3. Which of the following categories of students do you have in your school?  
 Infants \_\_\_\_\_  
 Primary \_\_\_\_\_  
 Secondary \_\_\_\_\_
4. (a) How many South-East Asian refugee children have enrolled in your school in 1980?  
\_\_\_\_\_
- (b) Of these, how many attended an intensive English language course in Australia before enrolling at your school?  
\_\_\_\_\_
5. Is English as a Second Language (ESL) taught at your school?  
 yes ☐ - no ☐
- If yes, :-
- (a) Is ESL taught by :-
- |                                        |                              |                             |
|----------------------------------------|------------------------------|-----------------------------|
| (i) full-time specialist ESL teachers  | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| (ii) part-time specialist ESL teachers | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| (iii) other teachers                   | yes <input type="checkbox"/> | no <input type="checkbox"/> |
- (b) How is ESL teaching organised in your school?
- (i) Children are withdrawn from regular English lessons \_\_\_\_\_
- (ii) Children are withdrawn from regular lessons in subjects other than English \_\_\_\_\_
- (iii) ESL teaching is integrated with regular classroom teaching \_\_\_\_\_
- (tick more than one if necessary)
6. What percentage of children in your school are receiving ESL instruction?  
\_\_\_\_\_
7. Does your school make any special provisions for upper primary or secondary children with little or no previous schooling?  
 yes ☐ no ☐

If yes, please give details : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



8. Please give your impression of the general level of performance of South-East Asian refugee children in relation to that of other children in the same classes :

|                                      | Very Competent | Adequate for regular class work/ activities | Cope with difficulty with regular class work/ activities | Unable to cope with regular class work/ activities |
|--------------------------------------|----------------|---------------------------------------------|----------------------------------------------------------|----------------------------------------------------|
| (i) English language skills .. ..    |                |                                             |                                                          |                                                    |
| (ii) Mathematics/ number skills      |                |                                             |                                                          |                                                    |
| (iii) Art and craft                  |                |                                             |                                                          |                                                    |
| (iv) Sport and physical education .. |                |                                             |                                                          |                                                    |

(tick one column in each row).

9. How would you describe the attitude towards South-East Asian refugee children held by:-

|                                      | Friendly/ encouraging | Accepting | Neutral | Unaccepting/ unfriendly. |
|--------------------------------------|-----------------------|-----------|---------|--------------------------|
| (i) teachers in the school .. ..     |                       |           |         |                          |
| (ii) other students in the school .. |                       |           |         |                          |

(tick one column in each row).

10. Have there been instances of conflict between South-East Asian refugee children and other children in the school?

yes ☐ no ☐

If yes, please indicate the nature of the conflicts : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Have you any general comments on the adjustment of South-East Asian children to regular Australian schools and on ways in which their transition to regular schooling may be improved?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_